



Commission Meeting

February 23, 2018

Iowa College Student Aid Commission

430 East Grand Avenue 3rd Floor

Des Moines, IA, 50309

Meeting Book - February 2018 Commission Meeting

February 2018 Commission Meeting

1. Executive Director's Report

Executive Director's Report - Page 3

2. Meeting Minutes

November 2017 Meeting Minutes - Page 5

Action Item Misjak

3. Administrative Rules

Administrative Rules - Page 12

Action Item Brown

4. GEAR UP Iowa Evaluation Adviser Contract Extension

GEAR UP Iowa Evaluation Adviser Contract Extension - Page 20

Action Item Sibaouih

5. Committee Reports

Board Structure Committee

Board Structure Committee Report - Page 22

Commissioner
Adams

Audit and Finance Committee

Audit and Finance Committee Report - Page 23

Commissioner
Fitzgibbon

Legislative Committee

Legislative Committee Report - Page 24

Commissioner
Ash

6. Staff Reports

Postsecondary Registration

Action Item Small

Postsecondary Registration, SARA & Exemptions - Page 25

Ashford University Recommendation - Page 28

Ashford Program list - Page 49

Annual Report

Financials

Keest-
Sedrel
Basnet

Financials.pdf - Page 55

7. Commissioner Comments

8. Adjournment

UPCOMING MEETING DATES:

May 18, 2018

IOWA COLLEGE STUDENT AID COMMISSION

Executive Director's Report February 2018

FAFSA Completion Initiative Partnership

The FAFSA Completion Initiative is an essential component of Iowa College Aid's Course to College Program - a statewide program dedicated to ensuring all Iowa's high schools students complete the steps necessary to access postsecondary education. Completing the FAFSA is not only an essential step to accessing the funds needed to attend postsecondary education, but also serves as an important indicator of a student's likelihood to attend education after high school.

Iowa College Aid is partnering with the Iowa Department of Education on a new initiative led by the AEA Chief Administrators, known as AEA Postsecondary Readiness and Equity Partnership (PREP). PREP's focus will be on building equitable capacity throughout Iowa across all AEAs, and in turn, through PK-12 schools. This partnership is focused upon the: collection and distribution of timely and relevant postsecondary readiness data, including a statewide dashboard; development of a statewide network of leads at each AEA to support the implementation of initiatives and programs; and creation of a general resource center.

The first product of this new partnership is a collaboration around FAFSA data. Data-sharing between agencies has allowed for the most accurate FAFSA data available, resulting in an update of our FAFSA.iowa.gov website to also include interactive filtering and navigation by school- and AEA-level completion. Additionally, with signed data-sharing agreements with all nine AEAs in the state, we will begin the next phase of this work, which is the automation of student-level completion reports. Reports will be sent automatically to the designated school contact. They will be streamlined, easy-to-read, and provide actionable interventions to attain goals. Iowa College Aid is currently working with PREP leads to outline training and preparatory information to ensure optimal support for schools and their counselors receiving this information.

GEAR UP Iowa Annual Conference

Iowa College Aid will hold its fourth annual GEAR UP Iowa's Conference, February 27th and 28th. This year's conference is entitled, "GEAR UP Iowa: Becoming Future Proof." The event will take place at the West Des Moines Marriott and will follow the traditional conference format on day one, but will feature in-depth planning sessions on day two, including a dedicated track for administrators. Currently, 105 attendees are registered for the conference, with administrators, coaches, counselors,

and teachers from all 12 GEAR UP Iowa schools, community partners and exhibitors will be in attendance. Cambridge Educational Services will be holding a special training at the end of day two to prepare school personnel for the ACT test-prep services offered to GEAR UP Iowa schools.

GEAR UP Iowa Summer Summit

An integral part of the GEAR UP Iowa program is college exposure, and an average of over 2,000 GEAR UP students participate in college visits each year. The Student Summit provides an opportune time for students to spend quality time on a college campus as they learn about college fit and how to prepare for postsecondary education.

GEAR UP Iowa issued a Request for Proposals last month seeking college partners to host and coordinate the 2018 GEAR UP Iowa Student Summit. Modifying the format to include regional summits will allow more students to participate across the state and allow students to select the summit that best fits their interests.

At least four separate summit events, ranging from a single-day to 3-days, will be hosted by a college and/or university partner this summer. These events will:

- Connect GEAR UP Iowa students with current college students to learn about college.
- Implement activities that allow GEAR UP Iowa students to understand their optimal college fit.
- Provide GEAR UP Iowa students a chance to visit a college campus and learn about opportunities available to them.

**IOWA COLLEGE STUDENT AID COMMISSION
MINUTES OF MEETING
November 17, 2017**

Members Present:

Janet Adams	Michael Ash
Manny Atwood	Jeff Edler
Tim Fitzgibbon	Rachael Johnson
Katie Mulholland	Mary Pudenz
Mark Putnam	Herman Quirmbach
Doug Shull	Jeremy Varner
Cindy Winckler	

Members Absent:

Cecil Dolecheck	Kassidy Krause
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Staff Present:

Samita Basnet	Todd Brown
Jason Grinstead	Laura Ingleby
Julie Leeper	Karen Misjak
Lisa Pundt	Christina Sibaouih
Carlolyn Small	Ashley Wendt

AG Present:

Emily Willits

Guests Present:

Gary Adams	Iowa Student Loan
Angela Carlson	Capri College
David Epley	House Democratic Staff
Allen Goody	Bankers Trust/BTC
Kathy Hanlon	Legislative Services Agency
Melissa Stover	Bankers Trust

Call to Order

The Iowa College Student Aid Commission met for a regularly scheduled meeting on November 17, 2017. Commission Chair Adams called the meeting to order at 10:00 a.m.

Executive Director's Report

Ms. Misjak said the Commission is administering two National Service Grants. The Course to College Corps refers to our AmeriCorps grant, which started on October 23. Ten AmeriCorps members have been hired and the grant allows fourteen part time and seven full time members. Ms. Misjak shared that these members will join four Vista members that are already placed in some of the same communities. The Vista members are working within the school district to focus on capacity building and sustainability. The AmeriCorps members are providing direct services to students in five communities. Ms. Misjak continued, the focus will be to help students and families complete the FAFSA and work with students on their transition from high school to college. Staff will be tracking services that the members are providing directly to students and families. Ms. Misjak added, recruitment will continue for members to work at school districts that are either a GEAR UP school or a Local Access College Network community.

Ms. Misjak provided an update on the Commission's Partnership Loan Portfolio (PLP). Ms. Misjak said the Iowa Department of Revenue (IDR) is providing collection services on the PLP portfolio. The Commission is the first agency to sign a Memorandum of Understanding with IDR to collect on outstanding debt owed to a state agency. Ms. Misjak shared from September 17 through October 30, IDR had collected approximately \$20,000. This is from sending out one letter to defaulted borrowers and their success in locating them. Staff will continue to work with IDR on identifying the best way to collect on these loans. Ms. Misjak said an action item would be presented during the Audit and Finance Committee report.

Ms. Misjak shared that Todd Brown and Julie Leeper attended a conference in Washington DC during the past week and were able to visit Iowa Congressional Offices. She said their visits were well received and they were able to meet directly with Senator Grassley and Congressman Young. They also met with aids in the other Iowa offices. Ms. Misjak said staff continues to watch what changes to federal regulations will impact students and higher education institutions as well as the federal grants that are administered by the Commission.

Ms. Misjak congratulated Chair Adams on being recognized in her community for her volunteer work with the Enhance Hamilton County Foundation more specifically her work

on the fledgling nonprofit Financial Literacy Council of Greater Hamilton County. The foundation will launch a College Savings Account with \$15 for each kindergartner, and then continue to contribute small amounts to reward activities such as a family attending a meeting for kindergarten students in her community.

Commissioner Quirmbach made the statement referring to the PLP portfolio that discussion should be held around accrued interest. If we are able to deduct mortgage interest he feels we should be able to deduct student loan interest. In response to a question from Commissioner Quirmbach, Ms. Misjak said the Commission paid \$6.22 million through June 2005 for the defaulted PLP portfolio and has collected \$9.8 million to date. Ms. Misjak reminded Commissioners that interest stopped accruing on July 1, 2016 and that these loans are extremely old. Commissioner Quirmbach questioned with taking over some bad loans, what is the bottom line, have we lost, broken even, or made a little bit of money. PAR value is around \$16 million. Ms. Misjak said approximately \$9 million principal is still outstanding.

Minutes of Meeting

Motion: Commissioner Fitzgibbon moved to approve the meeting minutes for the September 15, 2017 Commission Meeting. Commissioner Johnson seconded the motion, which passed unanimously.

Admin Rules

Ms. Leeper said the proposed changes to the Administrative Rules, Chapter 1 were minimal and ensuring that the Commission complies with the bylaws.

Motion: Commissioner Mulholland moved to propose amendments to Administrative Rules Chapter 1- "Organization and Operation". Commissioner Fitzgibbon seconded the motion, which passed unanimously.

Ms. Leeper said the proposed changes to the Administrative Rules, Chapter 37 are being proposed after discussions with the Attorney General's office clarifying procedures that apply to offset against state income tax refunds or rebates and administrative wage garnishment.

Motion: Commissioner Shull moved to propose amendments to Administrative Rules Chapter 37 – "Student Loan Debt Collection". Commissioner Johnson seconded the motion, which passed unanimously.

Ms. Leeper said the amendments to Chapter 21 reflect current policies and processes and incorporate clarifications with respect to SARA-approved schools.

Ms. Leeper continued the new Chapter 28 provides rules governing portions of Iowa Code 714, which are administered by the Iowa Attorney General's Office and the Iowa College Student Aid Commission concerning enforcement of consumer protection laws.

Commissioner Quirmbach stated his appreciation of the input received from the Attorney General's office and the emphasis on consumer protection.

Motion: Commissioner Mulholland moved to propose amendments to Administrative Rules Chapter 21 – "Approval of Postsecondary Schools" and propose a new Chapter 28 – "Postsecondary Student Consumer Protections". Commissioner Shull seconded the motion, which passed unanimously.

Banker's Trust

Ms. Misjak introduced Melissa Stover from Banker's Trust to provide the annual overview of investments and the status of the funds in the Trust. Ms. Stover introduced Alan Goody from BTC Financial Services whom manages the Trust. Mr. Goody provided an update on the GEAR UP Trusts. In response to questions from Commissioner Quirmbach and Commissioner Putnam, Mr. Goody said there are several years remaining in the GEAR UP 2.0 Trust and that they will keep cash low and investments high. Mr. Goody added that no one is able to consistently guess what the market will do. Commission Putnam asked what the contingency or back up plan is if there is an issue with the investments. Ms. Misjak replied stating the award amount would be adjusted based on the money that is in the Trust.

ACT Test Preparation

Ms. Sibaouih said Iowa College Aid issued a Request for Information (RFI), in accordance with Iowa Administrative Code rule 118.9, in May 2017. A subsequent Request for Proposals (RFP) was released in August 2017. The Department of Administrative Services managed the RFP process and a vendor has been selected. A contract was developed by the Department of Administrative Services that includes state-required terms and conditions, as well as the evaluation/selection criteria and responses received in the Request for Proposal. Staff at the Department of Administrative Services, Commission

staff, and Cambridge Educational Services has reviewed the contract. Ms. Sibaouih said the hopes for this service was that all of the students in the GEAR UP cohort would have access to test prep, but believes there will be less spending expected because of the timeline and how long it took to go through the procurement process.

Commissioner Winckler expressed concern that the delay for providing this service was due to the Department of Administrative Services process change for procurement. Commissioner Quirmbach hopes there is a way to make up the lost ground and feels it is extremely important.

In response to a question from Commissioner Johnson, Ms. Sibaouih said any student that would not qualify for a waiver for the ACT fee would be covered and paid for by the GU grant.

Motion: Commissioner Shull moved to authorize the Executive Director to enter into a contract for ACT preparation services for GU Iowa cohort during the 2017-18 academic year with Cambridge Education Services. Commissioner Mulholland seconded the motion, which passed unanimously.

Legislative Committee Report

Dr. Ingleby provided an overview of the Effect of State Grants on Community College Student Postsecondary Outcomes. This report is specifically covering the Iowa Vocational-Technical Tuition Grant and the Iowa Skilled Workforce Shortage Tuition Grant.

In response to questions, Ms. Leeper said we are not able to change the focus of the Vo-Tech program based on high demand and the Skilled Workforce program staff worked with Iowa Workforce Development and community college presidents. Commissioner Winckler said what we administer is based on the Department of Education and Iowa Workforce Development and that staff needs to make sure they are aligned with what is identified and what is actually available. Ms. Leeper said a conversation about what the earnings income is for the student in those programs is important and that is why staff feel this report will be helpful. Commissioner Varner shared that his team will be going over this report with Dr. Ingleby in the near future.

Audit and Finance Committee

Commissioner Fitzgibbon said the Audit and Finance Committee met and had discussion around how the financials are presented in the meeting materials. Staff are going to be working to simplify the financials so they are easier to read.

Commissioner Fitzgibbon informed the Commission that the Department of Revenue has requested an amendment to the agreement that is in place for the PLP collections.

In response to a question from Commissioner Quirnbach, Commissioner Fitzgibbon said the interest on these accounts stop accruing last year and this action will give the Department of Revenue the authority to collect principal only and to be able to compromise any and all debt.

Ms. Willits said this is the first time the Department of Revenue has done this type of agreement and are finding out the difficulty in collecting on loans of this age and they feel they would have more success in collecting on these loan if they were able to focus on the principal balance. Department of Revenue would like to have an amount that is realistic for the borrowers when they move to other tools for collections such as tax offsets.

Commissioner Quirnbach is not comfortable in not collecting the previously accrued interest on the loans prior to the decision that was made by the Commission to stop the accrual.

Commissioner Putnam said this is a tactile decision from the Audit and Finance Committee. It is a negotiation tactic when they are collecting on these loans.

Ms. Misjak said the Commission tried to sell these loans and no bids were received and the Commission does not have a system in place to collect on these loans. The payment records will take extensive labor in order to do some of the things the Department of Revenue is requesting in order for them to feel comfortable collecting on the interest accrual. Staff is comfortable with them collecting on the principal amount.

Commissioner Putnam moved to call to question.

Motion: Commissioner Fitzgibbon moved on behalf of the Audit and Finance Committee to authorize the Executive Director to sign an amendment to the Iowa Department of Revenue MOU: 1) with respect to the PLP loan portfolio, directing the Department of Revenue to collect outstanding principal balances only, less any payments already

made toward interest; and 2) granting Iowa Department of Revenue the authority to compromise any and all debt referred under the MOU. Motion passed unanimously.

Motion: Commissioner Fitzgibbon moved on behalf of the Audit and Finance Committee to authorize staff to reduce GEAR UP 1.0 spring scholarship awards to ensure that expenditures do not exceed the remaining balance in the GEAR UP 1.0 Trust Fund. Motion passed with Commissioner Johnson abstaining because she is a GEAR UP 1.0 recipient.

Board Structure

Commissioner Adams said NCHEMS is going to be in the office on December 19 and 20. They will be ready to provide their final report to the Commission after the first of the year.

Staff Report

Ms. Small provided a report on Postsecondary Registration Approvals as well as Exemption and SARA approvals, and provided a list of Exemption Applications that are currently under review.

Ms. Misjak provided an update on the FY 2017 year-to-date financials.

Mr. Grinstead presented the Iowa College and University Enrollment Report for Fall of 2017.

Chair Adams announced that Julie Leeper is planning to retire after the first of the year and a retirement open house will be held in January.

Adjourned at 12:29pm.

Janet Adams, Chair

Katie Mulholland, Vice Chair

IOWA COLLEGE STUDENT AID COMMISSION
Administrative Rules
February 2018

RECOMMENDED ACTION:

Move to adopt amendments to *Administrative Rules* Chapter 1 – “Organization and Operation”.

The amendments to Chapter 1 are proposed as a result of changes made to the Bylaws during the September 15, 2017, Commission meeting to conform Administrative Rules to the change. The proposed amendments clarify when special meetings may be held and clarify the definition of affirmative vote.

As a result of comments received by the Administrative Rules Review Committee, the Adopted and Filed Rule has been modified from the Notice of Intended Action to ensure there are no more than eight annual in-person Commission meetings.

COLLEGE STUDENT AID COMMISSION[283]
Adopted and Filed

Pursuant to the authority of Iowa Code section 261.3, the Iowa College Student Aid Commission hereby adopts amendments to Chapter 1, “Organization and Operation”.

The proposed amendments reflect changes to the bylaws of the Iowa College Student Aid Commission made during the Commission’s September 15, 2017, meeting. Bylaws are required under Iowa Code section 261.3. The proposed amendments clarify when additional meetings may be held and clarify the definition of affirmative votes. In consideration of comments received during the Administrative Rules Review Committee Meeting on January 5, 2018, clarification has been added to ensure there are no more than eight annual in-person Commission meetings.

Notice of Intended Action was published in the Iowa Administrative Bulletin on December 20, 2017, as ARC 3516C.

The Commission does not intend to grant waivers under the provisions of these rules.

After analysis and review of this rule making, the Commission finds that there is no impact on jobs.

These amendments are intended to implement Iowa Code chapter 261.

The following amendments are adopted.

ITEM 1. Amend subrule 1.2(3) as follows:

1.2(3) Meetings. The commission shall meet at regular intervals at least six times annually, but not more than eight times in-person annually. The commission may hold additional regular meetings from time to time during the year as deemed necessary and with proper notice to the public. Additional meetings also may be called at the discretion of the chairperson.

a. The chairperson of the commission presides at each meeting. Members of the public may be recognized at the discretion of the chairperson. All meetings are open to the public in accordance with the open meetings law, Iowa Code chapter 21.

b. The commission shall give advance public notice of the time and place of each commission meeting. The notice will include the specific date, time, and place of the meeting.

c. A quorum shall consist of two-thirds of the voting members of the commission. When a quorum is present, a position is carried by an affirmative vote of the majority of commission members eligible to vote. A commissioner who is present at a meeting of the commission at which action on any matter is taken shall be presumed to have assented to the action taken unless his or her dissent or abstention is recorded in the minutes of the meeting or unless he or she files written dissent to such action with the person acting as the secretary of the meeting before the adjournment. The right to dissent shall not apply to a commissioner who voted in favor of an action.

d. A specific time is set aside at each meeting for the public to address the commission. As a general guideline, a limit of five minutes will be allocated for each of these presentations. If a large group seeks to address a specific issue, the chairperson may limit the number of speakers. Members of the public who wish to address the commission during this portion of the meeting are required to notify the

commission's administrative secretary prior to the meeting. The person's name and the subject of the person's remarks must be provided. To accommodate maximum public participation, members of the public are encouraged to submit requests at least 72 hours in advance of the meeting.

IOWA COLLEGE STUDENT AID COMMISSION
Administrative Rules
February 2018

RECOMMENDED ACTION:

Move to adopt amendments to *Administrative Rules* Chapter 21 – “Approval of Postsecondary Schools”.

The amendments to Chapter 12 reflect current policies and processes and incorporate clarifications with respect to SARA-approved schools.

These rules are identical to the Notice of Intended Action published on January 3, 2018.

COLLEGE STUDENT AID COMMISSION[283]

Adopted and Filed

Pursuant to the authority of Iowa Code section 261B.3, the Iowa College Student Aid Commission hereby adopts amendments to Chapter 21, “Approval of Postsecondary Schools”.

The amendments update rules to reflect current policies and practices and to incorporate SARA’s requirement that Iowa SARA-approved schools extend certain consumer protection policies to out-of-state residents attending distance education programs.

Notice of Intended Action was published in the Iowa Administrative Bulletin on January 3, 2018, as ARC 3540C.

The Commission does not intend to grant waivers under the provisions of these rules.

After analysis and review of this rule making, the Commission finds that there is no impact on jobs.

These amendments are intended to implement Iowa Code chapter 261, 261B, and 261G.

The following amendments are proposed.

ITEM 1. Amend rule 21.15 as follows:

283—21.15(261B,261G) Approval criteria for a school seeking to participate or renew participation in a commission-approved interstate reciprocity agreement under Iowa Code chapter 261G. A school that applies to participate in a commission-approved interstate reciprocity agreement shall meet the following criteria:

21.15(1) The applicant school shall be in compliance with Iowa Code chapter 261B as provided in this chapter.

21.15(2) The applicant school shall submit an institutional participation application as required by the commission-approved interstate reciprocity agreement. The application shall be signed by the school's chief executive officer or chief academic officer.

21.15(3) A nonpublic applicant school must submit evidence that its most recent, official financial responsibility composite score, as calculated using the method prescribed by the United States Department of Education, is at least 1.5. A school demonstrates that its financial responsibility composite score is official by providing written confirmation of its composite score from the United States Department of Education. The commission shall determine the official financial responsibility composite score for a school that does not participate in the postsecondary student financial aid programs authorized by the United States Department of Education in accordance with policies established by the interstate reciprocity agreement administrator.

21.15(4) The commission will consider the application of a nonpublic school whose most recent, official financial responsibility composite score is between 1.0 and 1.49. The applicant school must submit a copy of the school's most recently-audited financial statements accompanied by a written explanation of the circumstances that cause the school's composite score to be below 1.5, and the school's plan to raise its composite score to 1.5 within a timeframe determined by the commission. The commission may approve, provisionally approve, or deny the school's application.

21.15(5) A for-profit applicant school must demonstrate and maintain compliance with Iowa Code sections 714.18 and 714.23. The school shall apply the policy it adopts under Iowa Code section 714.23 to students who attend its campus(es) in Iowa, and to Iowa resident and nonresident students who attend distance education programs the school offers under the commission-approved interstate reciprocity agreement.

21.15(6) The applicant school shall demonstrate that the military deployment tuition and fee refund policy required under Iowa Code sections 261.9(1)"g," 262.9(30), 260C.14(20), subrule 21.3(5) and subrule 21.14(1)"p" apply to students who attend its campus(es) in Iowa, and to Iowa resident and nonresident students who attend distance education programs the school offers under the commission-approved interstate reciprocity agreement.

21.15(3) 21.15(7) ~~The commission will provide a link to a page on its Web site for students to use to seek additional information about a school or to file a complaint about a school.~~ An approved school will prominently provide disclose on its Web site the link to the commission's Web page for students website the school's participation in the commission-approved interstate reciprocity agreement and provide the commission's contact information in a format prescribed by the commission for students who wish to inquire about the school or file a complaint. The school will provide the commission with the name of and business contact information for a person whom the school designates to receive student complaints from the commission and coordinate the school's response.

21.15(4) 21.15(8) A school that is approved to participate in the commission-approved interstate reciprocity

agreement shall remit an annual fee payable and due to the commission on July 15 of each year. ~~If a school's participation in the commission-approved interstate reciprocity agreement terminates during a year, T~~he school shall pay the annual fee to the commission if the ~~school's registration~~ commission's approval to participate in the interstate reciprocity agreement is valid as of July 15 of that year. The annual fee is nonrefundable and will be assessed based on a school's full-time equivalent (FTE) enrollment as follows:

- Under 2,500 FTE – \$2,000.
- 2,500 to 9,999 FTE – \$4,000.
- 10,000 FTE or more – \$6,000.

~~21.15(5)~~ **21.15(9)** A school that is approved to participate in the commission-approved interstate reciprocity agreement shall remit to the interstate reciprocity agreement administrator any required fees.

~~21.15(6)~~ **21.15(10)** Upon approval by the interstate reciprocity agreement administrator, a school may continue its participation in the reciprocity agreement as long as it meets all requirements of the interstate reciprocity agreement.

IOWA COLLEGE STUDENT AID COMMISSION
Administrative Rules
February 2018

RECOMMENDED ACTION:

Move to propose amendments to *Administrative Rules* Chapter 1 – “Organization and Operation” and Chapter 17 – “Barber and Cosmetology Arts and Sciences Tuition Grant Program.”

The amendments to Chapter 1 and Chapter 17 reflect changes to Iowa Code enacted during the 2017 legislative session by House File 642. The amendments to Chapter 1 update the structure of the Commission board to reflect statutory changes. The amendments to Chapter 17 rescind administrative rules for the Barber and Cosmetology Arts and Sciences Tuition Grant, which was eliminated in House File 642.

COLLEGE STUDENT AID COMMISSION[283]

Notice of Intended Action

Pursuant to the authority of Iowa Code section 261.3, the Iowa College Student Aid Commission hereby gives Notice of Intended Action to amend Chapter 1, “Organization and Operation” and Chapter 17 “Barber and Cosmetology Arts and Sciences Tuition Grant Program”.

The proposed amendments reflect changes to Iowa Code sections 261.1 and 261.61 enacted in 2017 Iowa Acts, House File 642, sections 11, 12, and 43. Sections 11 and 12 amended the membership of the Commission board and section 43 rescinded the Barber and Cosmetology Arts and Sciences Tuition Grant Program.

Interested persons may submit comments orally or in writing by 4:30 p.m. on April 3, 2018, to the Executive Director, Iowa College Student Aid Commission, 430 East Grand Avenue, Third Floor, Des Moines, Iowa 50309-1920. Written comments also may be sent by fax to (515)725-3401, by e-mail to karen.misjak@iowa.gov, or via the Iowa administrative rules Web site at <https://rules.iowa.gov>.

The Commission does not intend to grant waivers under the provisions of these rules.

After analysis and review of this rule making, the Commission finds that there is no impact on jobs.

These amendments are intended to implement Iowa Code chapter 261.

The following amendments are proposed.

ITEM 1. Amend subrule 1.2(2) as follows:

1.2(2) *The commission.* The commission consists of 15 ~~44~~ members and functions under the leadership of a chairperson elected by the membership. Nine ~~Eight~~ members are appointed by the governor to serve four-year terms. Four ~~Three~~ of the governor's appointees represent the general public, one represents parents of Iowa postsecondary students ~~one represents Iowa lending institutions~~, one represents practitioners licensed under chapter 272, one represents Iowa independent colleges and universities, one represents Iowa community colleges, and one represents Iowa postsecondary students, ~~and one shall be an individual who is repaying or has repaid a student loan guaranteed by the commission~~. One member is appointed by the board of regents. The president of the senate, the minority leader of the senate, the speaker of the house of representatives, and the minority leader of the house of representatives each appoint one ex officio, nonvoting commission member. The director of the department of education serves as a continuous member of the commission and may appoint a designee to represent the department of education.

ITEM 2. Rescind Chapter 283—17 “Barber and Cosmetology Arts and Sciences Tuition Grant Program”.

IOWA COLLEGE STUDENT AID COMMISSION

GEAR UP Iowa Evaluation Advisor Contract Extension February 2018

RECOMMENDED ACTION:

Authorize the Executive Director to enter into a one-year extension contract, for outside evaluation advisory services for the GEAR UP Iowa Project with the National Council for Community and Education Partnerships (NCCEP).

Overview

The GEAR UP Iowa 2.0 project model requires an independent review and audit of the evaluation plan, data collection and evaluation procedures, design and review of reports. Iowa College Aid identified NCCEP, as the USDE-designated technical assistance and training provider for GEAR UP grantees, the sole source vendor to ensure continuity with grant objectives and performance. A sole source procurement was approved by the Department of Administrative Services.

Scope of Work

During this third year extension, NCCEP will work with Iowa College Aid's GEAR UP Iowa project staff to:

- Conduct an independent comprehensive review and audit of any reports associated with GEAR UP Iowa 2.0; e.g., including but not limited to Annual Performance Review (APR) report, Biennial Evaluation Report, and other evaluation reports either internal or for publication. If for publication, NCCEP research staff would have the option of being co-authors.
- These reviews include editing, comprehensive feedback from content experts, including the knowledge of GEAR UP, program evaluation, statistics, research design, methodologies, and analyses.
- The review of evaluation reports of all studies being conducted by GEAR UP Iowa 2.0. While, NCCEP's role and time dedicated for reviewing reports is not capped given the anticipation of predictable amount of reports during this contract duration, if review

demands become greater than anticipated, NCCEP and GEAR UP Iowa will co-develop a suitable remedy.

- When preparing reports for publication, NCCEP, as co-authors, will commit to and perform specific duties that may include any of the following: assist in seeking appropriate publication sources, outlining journal requirements, provide guidance and/or consultation on statistical analyses, writing, formatting for publication, edits, and re-submissions as appropriate.

Term of Contract: 1 year with three, remaining one-year extension options

Cost: \$16,000 per year

IOWA COLLEGE STUDENT AID COMMISSION

Board Structure Committee

February 2018

NCHEMS will present their final report during the February 23, 2018 Commission Meeting.

IOWA COLLEGE STUDENT AID COMMISSION

Audit and Finance Committee

February 2018

The Audit and Finance Committee met on February 12, 2018 and a report will be presented at the February 23, 2018 Commission Meeting.

IOWA COLLEGE STUDENT AID COMMISSION

Legislative Committee

February 2018

The Legislative Committee met on February 9, 2018 and a report will be presented at the February 23, 2018 Commission Meeting.

IOWA COLLEGE STUDENT AID COMMISSION

Postsecondary Registration February 2018

Postsecondary Registration Approvals

Staff has approved the following noncontroversial registration applications since the last written report to Commissioners in November of 2017.

Little Priest Tribal College (out-of-state renewal)

University of Southern California (out-of-state renewal)

South University (initial registration after sale from EDMC to Dream Center Education Holdings)

Briar Cliff University (in-state voluntary registration renewal)

Graceland University (in-state voluntary registration renewal)

Postsecondary Registration Applications Under Review

Chamberlain University (out-of-state renewal application)

Purdue University Global (initial registration application in anticipation of the acquisition of Kaplan University by Purdue University in Indiana)

Western Illinois University (out-of-state renewal application)

Regis University (out-of-state initial application)

Northcentral University (out-of-state renewal application)

The Art Institute of Pittsburgh (initial application after sale from EDMC to Dream Center Education Holdings)

Postsecondary registration evaluation reports for approved schools may be accessed on the Commission's website at <https://www.iowacollegeaid.gov/content/postsecondary-applications>.

Initial Iowa SARA Approvals

None

Iowa SARA Renewal Approvals

University of Iowa

University of Northern Iowa

Cornell College

Briar Cliff University

Dordt College

Morningside College

Mercy College of Health Sciences

Iowa SARA Renewal Applications Under Review

None

Iowa Exempt School Approvals

Faust Institute

Iowa Wesleyan College

The Nail Tech Institute

Morningside College

UnityPoint Health Des Moines School of Radiologic Technology

Iowa Exempt School Applications under Review

Nurse Aid Education of Iowa LLC

Dancing Prairie Massage Therapy

Bio-Chi Institute of Massage Therapy

Inspirit Institute Inc

East West School of Integrative Healing Arts

LeMars Beauty College

IOWA COLLEGE STUDENT AID COMMISSION

Ashford University Application for Postsecondary Registration Renewal in Iowa February 2018

STAFF RECOMMENDATION: Approve Ashford University for a two-year registration renewal term that begins retroactively on November 20, 2017 through November 19, 2019, with the following stipulation:

Ashford University (the University) must 1) substantively respond to staff's forthcoming written request for information about its current operations in areas that include recruiting and marketing, admissions, and financial aid administration, and 2) cooperate in resolving any issues staff identify as a result of the data submission. Details of the data to be requested of the University, including timeframes for the University's response, will be identified and transmitted to the University in separate correspondence from staff.

Rationale for the Stipulation

On November 29, 2017, the California Attorney General filed a complaint relative to Ashford University for civil penalties, permanent injunction, and other equitable relief in the Superior Court of the State of California, County of Alameda. The California Attorney General's complaint included the following allegations about the University over time frames that date back as far as 2011:

- Admissions office staff exerted extreme pressure on employees to meet enrollment targets.
- Staff made false or misleading statements concerning the type or amount of financial aid for which students would qualify, and the type of expenses that financial aid could pay.
- Financial aid eligibility determinations were consistently delayed until after students began attendance in classes and incurred financial liability.
- Admissions staff overstated the extent to which the University would accept transfer credits, and that the University delayed final credit transfer evaluations until students were in attendance.
- The University misrepresented the career outcome of certain online programs.

These allegations are similar to complaints staff and the Iowa Attorney General's office have received in the past from Ashford University students during a time frame dating back to 2010. Historically, Commission staff vigorously communicated with Ashford operational leadership about matters that were frequent topics of Ashford student complaints – in particular about financial aid processing. By 2013, the University was demonstrating improvements and the overall number of complaints this agency received from Ashford students began to noticeably

decrease in the beginning of 2014. The Iowa Attorney General and Ashford University entered into an Assurance of Voluntary Compliance (AVC) on May 15, 2014, that resulted in a general release by the Attorney General of all claims the State of Iowa may have under the Iowa Consumer Fraud Act against Ashford University's online programs and associated operations. Until May of 2017, Ashford University operated under the supervision of an independent monitor to assure the University's compliance with corrective measures the Iowa Attorney General identified in the AVC.

However, by the spring of 2016, the University had moved its main campus and primary state authorization from Iowa to the State of California. As a result, the California Bureau of Private Postsecondary Education, not the Commission, is the central contact point for receipt of Ashford student complaints. Therefore, the purpose for the data request that is a stipulation of the University's renewed registration term is to assess, to the extent possible, the experience of Iowa resident students relating to the University's current policies and practices. If this data request produces continuing concerns, staff will work with Ashford University to resolve them for Iowans going forward.

Registration Purpose

Iowa Code Sections 261B.2 (definitions) and 261B.3 require a school to register with the Commission if a person compensated by the school conducts any portion of a course of instruction, including by in-person, distance education, or correspondence method in this state or if the school otherwise has a presence in this state. Presence means a location in Iowa at which a student participates in any structured activity related to a school's distance education course of instruction. Presence also means an address, location, telephone number, or internet protocol address in Iowa from which a school conducts any aspect of its operations.

Staff required Ashford University (the University) to renew its registration to:

- Offer distance education programs that may contain a field experience that an Iowan may participate in at an Iowa location;
- Operate a campus in Clinton, Iowa, from which students receive academic and operational support;
- Provide face-to-face instruction in hybrid baccalaureate and masters degree programs in business at the Clinton, Iowa campus.

Institutional Information

Ashford University is a for-profit educational institution whose principal office is located at 8620 Spectrum Center Boulevard, San Diego, California 92123. The Chief Executive Officer of the University is President Dr. Craig Swenson at the same location.

The University closed its former main campus, which was located at 400 North Bluff Boulevard, Clinton, Iowa, in May of 2016. However, the University continues to operate in Iowa at 1310 19th Avenue Northwest, Clinton, Iowa 52732. The University's accrediting agency, the Western

Association of Schools and Colleges (WASC) designates this location as a campus. The University's Iowa contact is Iowa Campus President Charlie Minnick.

Ashford University is registered with the Iowa Secretary of State as a foreign limited liability company under business number 469729. The University's registered agent is CT Corporation System, 400 East Court Avenue, Des Moines, Iowa 50309.

Governance: The University's Board of Trustees is composed of the following individuals:

- Dr. Gregory Geoffroy, PhD, Chairperson: Dr. Geoffroy is President Emeritus of Iowa State University and served that institution as President for 10 years. From 1997 to 2001, Dr. Geoffroy was Senior Vice President for Academic Affairs and Provost at the University of Maryland in College Park, Maryland. From 1974 to 1997 Dr. Geoffroy held various leadership positions at The Pennsylvania State University.
- Mary Jo Maydew, MBA, Vice Chairperson: Ms. Maydew is the former Vice President for Finance and Administration at Mount Holyoke College, South Hadley Massachusetts, and a former Assistant Treasurer and Assistant to the University Controller at Cornell University. She was previously the Commissioner for the New England Association for Schools and Colleges Commission on Institutions of Higher Education, a regional accrediting agency recognized by the federal Department of Education.
- Lieutenant Colonel Paul Aguirre, BA, Member: Lt. Col. Aguirre is the Logistics Readiness Squadron Commander for the 161st Air Refueling Wing of the Arizona National Guard, and a former Public Affairs Officer for the Arizona National Guard. During 25 years of service to the military, Lt. Colonel Aguirre worked in the Chief of Staff's office at NATO headquarters in Afghanistan, served for 12 years as the Comptroller for the 161st Air Refueling Wing of the Arizona National Guard, where he managed an annual budget in excess of \$40 million, and was the Resource Manager for the Arizona National Guard's Joint Counter Narcotics Task Force.
- Dr. Leila Gonzalez Sullivan, Ed.D. and Ed.S., Member: Presently, Dr. Sullivan is an adjunct faculty member and faculty facilitator in the School of Education Leadership for Change at Fielding Graduate University. Previously, Dr. Sullivan was a professor of community college education at North Carolina State University and held community college presidencies in the States of Connecticut and Maryland. She served for 12 years as a member of the Board of Trustees for the American University of Rome.
- Dr. Grey Edwards, Jr., Ed.D., Member: Dr. Edwards is the Chief of the Army Continuing Education Services Hub at Ft. Benning, Georgia, which supports over 50,000 soldiers. Previously, Dr. Edwards served as Education Services Officer at Ft. Rucker, Alabama, Supervisory Education Services Specialist and Pre-discharge Education Program Supervisor at Giessen Education Center, Guidance Counselor at Kirchgoens Education Center, Regional Administrator for Central Texas College's European Division in Germany, and teacher/principal in the Virginia Beach School District.
- Dr. Merle W. Harris, Ed.D., Member: Currently, Dr. Merle is a member of the Connecticut Board of Regents for Higher Education. She has 45 years of experience in education including as a professor of undergraduate and graduate programs in public policy and higher education policy at Charter Oak State College and the University of Hartford in

Connecticut. Dr. Harris served as the President of Charter Oak State College from 1989 to 2008. She also served as Interim President of Central Connecticut State University and Deputy Commissioner of the Connecticut Department of Higher Education.

- Dr. Carol Kasworm, Ed.D., Member: Dr. Kasworm is currently the W. Dallas Herring Emerita Professor of Adult and Community College Education at North Carolina State University. She has over 40 years of experience in education including faculty appointments at the University of Texas – Austin, University of Tennessee – Knoxville, and the University of Houston – Clear Lake. In 2002, Dr. Kasworm was inducted into the International Adult and Continuing Education Hall of Fame.
- Dr. Paula Kelly, Ed.D., Member: Dr. Kelly is the Director of Development of International Relief Teams. She has more than 20 years of experience in higher education extended studies leadership and served as the Dean of the College of Extended Studies at San Diego State University. She has also served on several boards of directors including the University Continuing Education Association, World Trade Center, and Asian Business Association.
- Dr. Meredyth A. Leahy, Ed.D., Member: Dr. Leahy retired with over 30 years of experience working with adult educators and adult learners in basic literacy, secondary, continuing and higher education including at Temple University and the Pennsylvania Department of Education. From 1994 to 2008 she was the Dean of the School of Liberal Arts at Excelsior College in Albany, New York. She is currently a program review team member for the American Council on Education's Military Installation Voluntary Education Review.
- Dr. Craig Linebaugh, Ph.D., Member: Dr. Linebaugh is currently a professor of speech and hearing science and a research professor of medicine at George Washington University. He has been with George Washington University for over 35 years in a variety of leadership roles including Senior Associate Provost of Academic Operations, Associate Vice President for Academic Planning, and Chief Academic Operating Officer of the Virginia Science and Technology campus.
- Dr. Geri Hockfield Malandra, Ph.D., Member: Dr. Malandra is the founder and principal of Malandra Consulting, LLC, a firm created to assist higher education leadership with the development and implementation of outcome-focused management, accountability, and policy initiatives. Previously she served as Provost and Senior Provost at Kaplan University, Senior Vice President for Leadership, Membership, and Policy Research at the American Council on Education, Vice Chancellor for Strategic Management for the University of Texas System, and Associate Vice Provost at the University of Minnesota. She was appointed by former U.S. Secretary of Education Margaret Spellings to serve as member and Vice Chair of the National Advisory Committee on Institutional Quality and Integrity.
- Dr. Peter Negroni, Ph.D., Member: Dr. Negroni is currently Senior Advisor and Consultant for EMC Publishing and the College Board. He has more than 50 years of experience in education that includes 30 years in the New York City Public schools beginning as a teacher and culminating as Borough of the Bronx superintendent. Dr. Negroni was also superintendent of schools in Springfield, Massachusetts, where he was awarded Superintendent of the Year, and was Senior Vice President of the College Board.
- Cheryl Ann Oldham, JD, Member: Ms. Oldham is Vice President of Education Policy for the U.S. Chamber of Commerce. She has 20 years of experience in public policy, education,

and governmental relations that includes eight years of service in President George W. Bush's administration. She has served the U.S. Department of Education as Acting Assistant Secretary for the Office of Postsecondary Education, Chief of Staff for the Office of the Under Secretary of Education, and Executive Director for the Secretary of Education's Commission on the Future of Higher Education.

- Mr. Richard N. Katz, MBA, Member: Mr. Katz has over 35 years of experience in higher education, having served as senior advisor to the Deputy President of the National University of Singapore, and visiting scholar at the University of Melbourne, Australia. He also held a variety of senior positions over the course of 14 years at the University of California. Mr. Katz also served for 14 years as vice president of EDUCAUSE, a nonprofit organization focused on advancing higher education through the use of information technology.
- Dr. Craig Swenson, Ph.D., Member: Dr. Swenson is currently the President and Chief Executive Officer of Ashford University. Before coming to the University, he served as Interim President of Ashford University's sister school, the University of the Rockies; professor of higher education administration, Chancellor, and Chancellor Emeritus at Argosy University; Provost and Vice President of Academic Affairs and Western Governors University; Provost and Senior Vice President of Academic Affairs at the University of Phoenix. Dr. Swenson is on the Board of Directors for the CHEA International Quality Initiative and is an active peer reviewer and accreditation team chair for the Commission on Senior Colleges of the Western Association of Schools and Colleges.

Ownership: Ashford University is a wholly owned subsidiary of Bridgepoint Education, Inc., a for-profit, publicly traded corporation. The members of the Bridgepoint Education Board of Directors are as follows:

- Patrick Hackett, MBA, Chairman of the Board: Mr. Hackett is a Special Limited Partner, Technology, Media and Telecommunications at Warburg Pincus LLC, where he has been employed since 1990. Mr. Hackett is also a director of Nuance Communications, Inc.
- Andrew S. Clark, MBA, Member: Mr. Clark is the Founder, Chief Executive Officer, and President of Bridgepoint Education. Mr. Clark has 20 years of experience in higher education as Vice President/Campus Director and Regional Vice President of the University of Phoenix. Mr. Clark was also the Chief Operating Officer of American Intercontinental University and Vice President of Operations at the University Division of Career Education Corporation.
- Dale Crandall, MBA, Certified Public Accountant, Member: Mr. Crandall founded Piedmont Corporate Advisors, Inc., a private consulting firm, and current serves as its President. In addition, he is a director for Ansell Limited, Coventry Health Care, Inc., and Metavante Technologies. Formerly, he served Kaiser Foundation Health Plan, Inc., and Kaiser Foundation Hospitals as Senior Vice President, President, and Chief Operating Officer.
- Robert Hartman, MBA, Member: Before joining Bridgepoint Education, Mr. Hartman served in various management roles for Universal Technical Institute, including President, Chief Executive Officer, and Chairman of the Board. Mr. Hartman has served since 2003 as Vice President of Operation Whispering Hope Ranch Foundation, a camp for special needs children in Arizona. Mr. Hartman is a prior Chairman of the Arizona State Board for Private

Postsecondary Education, and is Founder and Chairman of the Western Council of Private Career Schools.

- Ryan Craig, JD, Member: Mr. Craig is a founding partner of University Ventures, a private equity firm focused on higher education. Previously, he was Founder and President of Wellspring, an organization providing treatment programs for overweight and obese adolescents. Mr. Craig was also an Associate at Warburg Pincus in the education sector, and Vice President of Business Development for Fathom, a consortium of universities, museums, and libraries.
- Michael B. Horn, MBA, Member: Mr. Horn is the owner of Horn-Ed LLC, where he serves as Board Member, advisor and consultant to a portfolio of education companies. He is also a Venture Partner for Nextgen Venture Partners. Previously, he was the Chief Strategy Officer and principal Consultant at Entangled Ventures and Entangled Solutions. Mr. Horn is the Co-Founder of the Clayton Christensen Institute for Disruptive Innovation and has served that organization as Distinguished Fellow, Board Member, and Executive Director of Education.
- Victor K. Nichols, MBA, Member: Mr. Nichols has worked at Experian as Chief Executive Officer, North American and Managing Director of Global Consumer Services, Chief Executive Officer for the United Kingdom, Europe, Middle East, and Africa, and Group President. He is also the former Chief Information Officer for Wells Fargo and Company, as well as the President and Chief Executive Officer for Vicor Corporation, an advanced technology engineering company.
- George Pernsteiner, MPA, Member: Mr. Pernsteiner has over 28 years of experience servicing in leadership posts in the postsecondary education system, most recently, as President of the State Higher Education Executive Officers Association. Mr. Pernsteiner is also the former Chancellor of the Oregon University System.

The executive managers of Bridgepoint Education, Inc. are as follows:

- Andrew S Clark, MBA, Chief Executive Officer: See above for educational credentials and experience.
- Marc Brown, MS, Senior Vice President/Chief Human Resource Officer: Mr. Brown has 25 years of experience in human resources, specializing in organizational development and strategic business partnering.
- Diane Thompson, JD, Executive Vice President/Secretary/General Counsel: Ms. Thompson is the former Vice President of the Meadowbrook Educational Foundation.
- Vickie Schray, MS, Senior Vice President of Regulatory Affairs and Public Policy: Ms. Schray's prior experience includes leadership and advisory positions with the Secretary and Under Secretary of the U.S. Department of Education. She was a Senior Policy Analyst in the Office of the Under Secretary, and the Acting Deputy Assistance Secretary in the Office of Postsecondary Education. Prior to the U.S. Department of Education, Ms. Schray consulted for National School-to-Work Opportunities. She was a Deputy Director of the National Skills Standards Board, and an educator at Mt. Hood Community College and Portland Public Schools.
- Tom McCarty, MBA, Sr. Vice President/Chief Marketing Officer: Before coming to Bridgepoint, Mr. McCarty served Apollo Group (the parent company of the University of

Phoenix) as Senior Vice President of University Strategy, and Senior Vice President of Product Marketing. Mr. McCarty was also the former General Manager of the education business at Aptimus, a subsidiary of Apollo Group, which operates an advertising network that showcases promotional offers from corporate clients to primarily the education sector.

- Bret Fitch, MBA, Sr. Vice President/Shared Services Operations: Previously, Mr. Fitch was the strategic services director at Blackboard, a company known for its online learning management system. Mr. Fitch also served as Senior Vice President of Operations and Senior Vice President of Enrollment Services at the University of Phoenix.
- Anurag Malik, MBA, Sr. Vice President Chief Information Officer: Before coming to Bridgepoint, Mr. Malik served as Sr. Vice President of Information System at SolarCity, Vice President of Data Management for State Compensation Insurance Fund, Vice President of Data Management and Technical Operations for SendMe, Inc., and Senior Manager in Business Intelligence for Esurance, Inc.

Staff notes that none of the members of either the executive management team or the Board of Directors of Bridgepoint Education also serve on Ashford University's Board of Trustees.

Physical Facilities: The University provided documentation of a lease executed between Frye Development, Inc., and Center Leaf Partners, LLC for the property the University occupies at 1310 and 1320 19th Ave., NW, Clinton, Iowa. Center Leaf Partners is an Iowa subsidiary of Ashford University, LLC, only for the purpose of serving as the tenant under the property lease with the landlord. While the original lease expired on July 1, 2016, it includes a series of one-year options for extension through June 30, 2021.

At the Clinton, Iowa location, which consists of a total of 36,720 square feet of leased space and approximately 300 parking spaces, the University currently domiciles academic and operational staff that will provide ongoing operational support to the University's online students. In addition, the University conducts the face-to-face portion of two hybrid programs at this location: the Bachelor of Arts in Business Administration and the Master of Business Administration.

Accreditation: Ashford is institutionally accredited by the Western Association of Schools and Colleges, Senior College and University Commission (WASC). WASC is a regional accrediting agency that is recognized by the federal Department of Education.

WASC posts on its website the Team Report of a Special Visit conducted April 8 - 10, 2015 <https://www.wscuc.org/institutions/ashford-university>. The Special Visit was scheduled at the time WASC approved Ashford University for initial accreditation on July 13, 2013.

The focus of the Special Visit was based on recommendations identified at the time of Ashford's initial accreditation:

- Attrition, support for student achievement, and adequate levels of degree completion

- Adequacy and alignment of resources with educational purposes
- Adequacy of the Ashford faculty model and the role of faculty
- Effectiveness of program review
- Assessing student learning and ensuring academic rigor
- Independence of the Ashford Governing Board.

During the Special Visit, the WASC review team had time to meet with a broad cross-section of over 100 University members. These University personnel included the Board of Trustees, senior administrators, executive and associate deans, department and program chairs, faculty senate full-time and associate faculty and personnel from key units including student support services, institutional research, finance, a new general education division, student retention and the Library and the Writing Center.

It is unusual to find this level of detail publicly disclosed by any institutional accrediting agency. Staff consider the WASC findings outlined in this report to be complementary to information the Commission solicits during a registration evaluation. Therefore, salient excerpts of the WASC Team Report are discussed under appropriate registration evaluation criteria below.

WASC has scheduled Ashford University for an offsite review in spring of 2018, and for an accreditation visit in fall 2018.

Federal Stafford Loan Cohort Default Rate (FFY 2014): 14.9%. For comparison purposes, the FFY 2014 national average cohort default rate is 11.5%.

Graduation Rate: 17%. This is the percentage of first-time, full-time undergraduate students who graduated within 150% of the normal time for program completion as reported to the federal Department of Education.

Average Loan Debt upon Graduation: \$18,663.

Record Preservation: Ashford University student records are kept for a minimum of five years after graduation or for five years after a student's last date of attendance. Records retained during this five-year period include student applications, transcripts from previous institutions, and requests for letters of recommendations. Documents that are retained permanently include Leave of Absence forms, Petitions to Graduate, dismissal letters, signed FERPA agreements, final grade information, graduation, commencement information, and student death certificate notices. All documents collected as part of the student's record are stored electronically on local servers viewable and accessible by securely logging into the University's Student Information Management System.

Ashford University has authorized an independent, third-party record retention company, Parchment, to provide official transcript ordering online. Students can order their official transcripts through the Ashford University Student Portal or through the Parchment website.

Students also have the option of ordering official transcripts using the Ashford University Official Transcript Request form and mailing it to the Office of the Registrar at the University's central administrative facility in San Diego (see below). Unofficial transcripts may be viewed and downloaded through the Ashford University Student Portal.

Transcript Requests: Any current or former student – including students who attended the University's former campus at 400 North Bluff Boulevard, Clinton, Iowa – may request a transcript by contacting:

Office of the Registrar
Ashford University
8260 Spectrum Center Boulevard
San Diego, California 92123
(866) 711 – 1700
contactus@ashford.edu
<https://www.ashford.edu/transcript-request/>

Instructional Methodology: Ashford University delivers programs primarily online through a 100% asynchronous learning modality offered over the Internet. Students enrolled in online courses participate in an active learning community via the Web. Students can access their courses 24 hours a day, seven days a week. Ashford delivers course content through the Learning Management System, Canvas by Instructure. Inside the virtual classroom, students have access to course lectures, guidance, assignments, discussion boards, and digital textbooks on Constellation, a cloud-based platform with applications for smartphones and tablets. Students can also find assignment scores and feedback from instructors in Waypoint, Ashford's online assessment tool that allows course outcomes mapping and the development of course rubrics. Communication between students and faculty and between students and their classmates is facilitated inside the online classroom via chat, email, discussion board, and an Ask Your Instructor forum. The University supports all popular contact modalities.

Classroom-based instruction is occurring at the University's campus facility located in Clinton, Iowa. At this location, the University offers two hybrid business programs that the University believes serve the needs of Clinton area residents and its business community: A Bachelor of Arts in Business Administration and a Master of Business Administration.

The first Bachelor of Arts in Business Administration Program cohort began classes in May of 2017. In this program, students receive face-to-face, on-campus instruction in a 10-week format that is taken concurrently with one online course in a five-week format. Each course is scheduled to meet for four and one-half hours one weekday evening per week at the Clinton campus. Campus-based components may be structured with any combination of lecture, group work, discussions, project work, oral presentations, or other methods. The online course component is offered in an accelerated format and ends at the end of week five in the 10-week, face-to-face

course. In total, students attend 15 core and six elective courses on campus in this hybrid format.

In the hybrid Master of Business Administration format, students attend six-week courses that combine online coursework with campus-based attendance. The online component of each course begins on Tuesday with a one- to two-hour synchronous webinar by Skype or teleconference. A seven- to eight-hour, on-campus synchronous meeting between faculty and students occurs during the middle or end of the course, generally on Saturday. Residential components of each course may be structured for any combination of lecture, group work, discussions, project work, or oral presentations. The course ends on Monday of week six when the online component concludes. In this program, students attend 11 core MBA courses in the hybrid format, and three additional MBA specialization courses in a purely online format.

Student Learning Resources: Ashford students have access to online Library resources via the Ashford University Library website, which can be accessed from all online classrooms and from the online Student Portal, which students may access regardless of whether they are enrolled in an online or residential program. The Library's electronic resources include scholarly journal and general magazine articles, electronic books (academic and reference), academic videos, newspaper articles, company profiles, legal documents, reports, conference proceedings, and government publications. Online students currently have access to more than 90 databases that house resources from more than 30 different vendors. Recent additions to the electronic resources include Elsevier journals, ACM Digital Library, IEEE Xplore, Business Insights: Global, SAGE Research Methods, INFORMS journals, MEDLINE, and Ovid journals. Announcements regarding new and existing library resources and services are posted on the Student Portal.

The Library is also a full cataloging and interlibrary loan member of the Online Computer Library Center. This national network permits students to access thousands of collections, large and small, through interlibrary loan. Ashford Librarians can obtain electronic articles and other documents for online students if desired items are not available through the Ashford University Library collections.

Additionally, Ashford University has a contract with the Copyright Clearance Center for an annual academic copyright license. This license allows for expanded use of current copyrighted items for purposes of course materials and for academic collaboration and research.

The Library maintains a staff of 12 Librarians and one professional staff member who support the University's online students. Students may reach Librarians through an online chat feature on the Library's website. Students may also contact Librarians by phone from 10 am to 6 pm (Pacific Standard or Daylight Time) on Mondays and from 2pm to 6 pm on Sunday, Tuesday, and Thursday. Librarians answer student email inquiries on Sunday through Friday, and Librarians generally respond within one business day of a student's inquiry. Students may also obtain assistance with their research questions 24/7 with the Library's QuickAnswers service. QuickAnswers is a large knowledge base of frequently asked questions that address research

and Library topics. Some of the questions focus on specific assignments in specific courses. Ashford Librarians have built a repository of answers to these commonly asked questions, and they add to it on a regular basis. Often these answers include links to videos created by the Librarians that provide further information on the topic.

The Library is undertaking several initiatives to provide information literacy instruction, including both personalized and scalable strategies:

- Direct access to live, one-on-one assistance from Librarians
- General research tutorials on the Library website as well as embedded in the online classroom
- Course-specific research tutorials and guides embedded in the online classroom.
- Live Library instruction webinars open to all students.

The Library provides a series of information literacy tutorials, which help students understand information resources, identify and locate the best sources of information for a given purpose, and critically evaluate these sources for use in their academic research under ethical standards. Contents of these tutorials include topic selection, types of information sources, keyword selection, database usage, and resource evaluation. Examples of these resources include Scholarly and Popular Resources; Finding an Article with a Citation; Keywords are Critical; Database Search tips; Choosing Articles and Revising Results. The standards, performance indicators, and outcomes from the Association of College and Research Libraries Competency Standards for Higher Education provide the foundation on which these materials are based. The tutorials are available on the Library website, and many have been embedded directly into online courses to serve students at the point of need.

Librarians closely work with faculty during the course development process, and in some cases Librarians create customized videos, research guides or other instructional materials which are embedded in the online classrooms, often within specific assignments.

The Library also offers live instructional webinars that are open to all students to teach information literacy and Library research skills. Webinars are led by Librarians, and allow for live interaction between Librarians and students and among students themselves. These webinars are held on a regular basis and are recorded and posted on the Library's website for students who are not able to attend or who would like to revisit the material. Webinar topics include Library Orientation; Developing Good Keywords; Understanding the Research Process; Evaluating Web Resources; Advanced Library Database Searching.

The Ashford Writing Center <https://awc.ashford.edu> provides students in all degree programs with online resources to become stronger writers and enhance their academic success. Downloadable resources include tutorials on grammar usage, how to avoid plagiarism, APA style, and tips about how to write college papers in various academic disciplines. Undergraduate students may request live tutoring services from the Writing Center through the

online Student Portal. Online self-help tutorials and tips on a variety of topics are available on the Writing Center website, including types of college writing; grammar; research papers; outlines; proofreading; essay structure; how to write a good paragraph; thesis statements; introductions and conclusions; headings; key terms in academic writing; guidelines for citations and incorporating quotes; summarizing or paraphrasing sources; and graduate materials, such as writing a literature review and key elements of a graduate paper.

Live tutoring is available via live chat on a first-come, first-served basis for up to 15 minutes per session from 9-10am Pacific Time and 3-4 pm Pacific Time, Monday through Friday. Students may also submit a paper for review via email. The Writing Center's goal is to return a paper within two business days. Undergraduate students may use one tutoring session (via chat or by submitting a paper review) per week during a five-week course.

Career Services <https://www.ashford.edu/online-learning-experience/student-support/career-services> is available to students via phone or email to provide career guidance; job postings and job search assistance; resume and cover letter reviews and guidance; interview preparation and practice; individualized career coaching; networking skills and strategies; professional development webinars, and skills and personality assessments. Ashford Career Services staff will work with employers to coordinate a virtual information session, on-site open house, or career fair to attract Ashford students and graduates, in addition to posting employers' open positions and providing employers with interested candidates' resumes for an employer's review.

The 2015 WASC Team Report observes that Ashford has increased and modified its student services support. Increased training for faculty and universal access course design has helped to increase access for students with disabilities. New work conducted by Career Services to coordinate with outside companies and organizations has increased students' awareness of and access to outside employment and internships. Similar industry partnerships with the University's academic colleges and divisions has allowed for faculty to better align the curriculum with students' current and future needs. WASC reports that Ashford has undertaken a substantial amount of work, investing significant amounts of monetary and human resources into the development of student success initiatives. WASC also reports that the University has additional work to do in terms of consistently mapping retention initiatives back to the reasons that students leave the University.

Curriculum Evaluation and Development: New program development efforts begin as faculty conduct research to determine community and industry needs, levels of faculty expertise, and alignment with the Ashford mission and strategic direction. A full-time faculty member is selected to be the Program Chair based on the area of expertise and academic history in the program of study. The Program Chair, with the Dean, develops curricular goals, program and course learning outcomes to guide program development and ensure curricular coherence and appropriate course sequencing. Program proposals that include this information, as well as specific program learning outcomes, are reviewed by program chairs and faculty peers to

gather feedback and are then presented to the appropriate dean. The faculty governance structure includes a process to review and determine whether a program should be recommended for approval. If appropriate, faculty governance leadership recommends the proposal for approval by the Ashford Board of Trustees.

Following Board approval, the Dean and faculty further describe needs and considerations for the program, including professional benchmarks for competencies within the field and course requirements. Final program learning outcomes are then developed and approved by the College, the Curriculum Committee, and the Faculty Senate.

Course Development: Courses are designed by faculty members who have expertise in content knowledge and teaching skills. Faculty, in collaboration with instructional designers, the assessment team, and the academic quality team use a backward design model for curriculum development. In this model, courses are designed with outcomes and assessment identified and constructed at the beginning of the development process. Assignments and learning activities are designed and mapped directly to learning outcomes and assessment. In the development of the curriculum, faculty members use an online course template that provides guidance regarding course quality standards and ensures learning outcome alignment between all course elements, including course materials, learning activities, assignments, and discussions. The faculty member developing the course works closely with the Program Chair and the instructional designer to select the appropriate instructional strategy, ensure proper sequencing, and integrate instructional media solutions.

Assessment analysts assist faculty in developing grading rubrics that will be applied using the Waypoint Outcomes assessment system, a criteria-based assessment tool that is integrated into Ashford's learning management system and used for collecting student learning outcomes data. The final draft of the course is submitted to the College's Executive Dean for final approval.

Once a course is approved, the Curriculum Specialist creates or updates a master shell in the learning management system and develops a course guide that can be made available electronically and in print. An academic document quality coordinator performs a quality assurance check, using a comprehensive checklist that covers typos and spelling/grammar, consistency, universal design, content context, formatting of reference, and Quality Matters standards. A report is prepared and sent to the Executive Dean, Program Manager, and Curriculum Specialist, with recommendations for changes. When these changes are made, the course is ready for use and will be submitted to Quality Matters for an external peer review.

Program Evaluation: Ashford University faculty members have developed a cyclical program evaluation process. This process is data driven and includes a faculty-led, internal self-study and an external review visit in which subject matter experts from other institutions provide a critical evaluation of the program and make recommendations for improvement.

Full-time faculty members start the process with the assessment of a program for alignment, levels at which program learning outcomes and student success rates are addressed. Faculty members work to support continuous improvement and development of appropriate levels of rigor, based on the results of the program review completed by faculty. Scaffolding of courses within the program occurs through the use of such tools as instructor feedback, video introductions to tie new learning outcomes to previous course learning outcomes, assignments that build over the course and culminate in a final project, instructor guidance, and support services such as the Ashford Writing Center, tutorials, and the Ashford University Library. An outcome of this enhanced collaboration has been the creation of tools that faculty can use in the process of course development, including a *Course Development Style Guide*. For the program review, external reviewers are selected from traditional and nontraditional colleges and universities as well as from organizations within the related field. Benchmarking with other programs and professional standards is also a required element in the process.

The 2015 WASC Team Report indicates that Ashford faculty members have clear ownership of program reviews, which have been expanded to include institutional comparisons. The University created and the Faculty Senate approved a program review manual, which provides program directors with templates and clarifies the program review process and components. Program directors routinely include feedback from full-time and associate faculty as part of program reviews. A subcommittee of the assessment committee also completes regular assessments on a random sampling of program reviews to ensure quality and alignment with institutional expectations.

WASC opines that Ashford faculty and staff have focused a significant amount of effort on the crucial entry period immediately following admission, and have effectively utilized course sequencing so that skills in reading, critical thinking, digital literacy, information literacy, and composition are built upon each other and are more meaningful to the student's learning pattern. Faculty members have used a variety of measures including faculty and student surveys, program reviews, and institutional data to confirm that courses are provided in an appropriate sequence.

Changes that emerge from program reviews are tracked through a structured action plan process. These action programs provide accountability and help close the assessment loop. The WASC Review Team indicated that the University needed to work toward development and implementation of a cohesive, institution-wide assessment plan of institutional learning objectives, i.e., ensuring that students are learning what the institution has determined it important for them to learn.

Student Complaints Process: Students are encouraged to address their concerns with the individual(s) directly involved in the incident that prompted the grievance. If students are unable to come to a resolution with the individual involved directly, students may also address the problem or complaint with the individual's direct supervisor.

An Ashford student that remains dissatisfied may contact the Office of Student Mediation and Dispute Resolution and request assistance from the Student Facilitation and Mediation team. Unlike a formal grievance process (outlined below), the mediation team provides informal, confidential and voluntary avenues toward dispute resolution. The informal facilitation or mediation process does not involve a formal investigation and the parties involved control the decision making process. Student dispute resolution facilitators are neutral. Students may contact the Office of Student Mediation and Dispute resolution at 866 974 5700 ext. 20091, or via email at dispute.resolution@ashford.edu.

A student who has an unresolved issue with the University may also file a formal complaint with the Student Dispute Resolution Center (SDRC). Issues eligible for review by the SDRC include, but are not limited to, billing or the tuition refund policy for students who withdraw, transcripts, technology, financial aid and other finance options (excluding Employee Tuition Benefit), course drop or scheduling concerns, personal hardship matters resulting in an account balance, student account complaints, military benefits, disability-related matters, and advising issues, and any matter that falls under the University's Sexual Misconduct/Harassment policy.

Students are not subject to reprisal or retaliation for using or participating in the formal dispute resolution process. Information about the Student Dispute Resolution process can be found at <https://www.ashford.edu/student-rights-and-responsibilities.htm#dispute-resolution-procedure-for-student-complaints>. A formal University complaint form can be found <http://ashfordprograms.com/complaints/>.

Distance Education Programs Offered to Iowa Residents

Please see the attached authorized program list for information about the specific hybrid and online programs Ashford University offers Iowa residents. Total estimated costs for each program include standard fees, books, and supplies.

Note: None of the University's online undergraduate or graduate education programs lead to teacher or school administrator licensure in Iowa or any other state.

Field Experiences:

Master of Public Health (online): This program includes a minimum of three, one-credit practicum courses requiring 30 contact hours each at the practicum site. Students gain professional experience and apply knowledge learned in the classroom to real-time public health issues in public health settings.

Bachelor of Science in Health Information Management (online): Students in this program complete a field experience course that includes a minimum of 40 hours of supervised on-site work at an approved facility. The faculty member and the faculty professional practice coordinator will oversee the placement and communication of expectations with the site and the student.

Registration Compliance

As required by Iowa Code Section 261B.4, the University discloses its policy on refunding tuition charges for withdrawn students, which is compliant with Iowa Code Section 714.23. The University discloses this policy in its Catalog under *Iowa State Refund Policy* at <https://www.ashford.edu/catalog-financial-information.htm#university-refund-policies> and <https://www.ashford.edu/catalog-financial-information.htm>.

Administrative rules for registered schools specifically require a school to comply with the requirements of Chapter 261.9(1) "e" through "h".

- Iowa Code Section 261.9(1)(e) requires a school to maintain and disseminate a drug and alcohol abuse policy that includes sanctions for violation of the school's policy and information about the availability of drug or alcohol counseling or rehabilitation. Iowa Code Section 261.9(1)(f) requires a school to maintain and disseminate a sexual abuse policy that includes information about counseling opportunities and reporting instances of sexual abuse to school officials and law enforcement. The University maintains compliant policies and discloses them in the following locations:
 - ✓ <https://www.ashford.edu/catalog-student-services-health-safety.htm#health-information>
 - ✓ https://edgecastcdn.net/006FDC/AU/PDF/Drug_Free_Schools_and_Communities_Act_Program_Report_2017_CLEAN.pdf
 - ✓ <http://wpc.6fdc.edgecastcdn.net/006FDC/AU/USP/Ashford%20University%20Campus%20Security%20and%20Fire%20Safety%20Report%202016.pdf>
 - ✓ <http://www.ashford.edu/student-rights-and-responsibilities.htm>, under *Sexual Harassment*
 - ✓ <https://www.ashford.edu/online-learning-experience/student-support/community-safety>.
- Iowa Code Section 261.9(1)(g) requires a school to maintain a policy for refunding tuition and mandatory fees to members of the Iowa National Guard or reserve members of the U.S. Armed Forces, or the spouse of such a member if the member has a dependent child, when the service member or spouse must withdraw from the school because the service member has been called to active (Iowa) state or federal military duty or service. The University maintains and discloses this policy in the Catalog at <https://www.ashford.edu/general-academic-information-policies.htm#withdrawal-and-readmission-policies> under *Military Deployment Provisions*.
- Iowa Code Section 261.9(1)(h) requires a school to develop and implement a policy for employees who, in the course of their employment, attend, examine, counsel, or treat a child and who suspect the physical or sexual abuse of that child. By cross-reference from existing administrative rules for registration [283-21.2(261B), subsection 7], this policy applies to Iowa's registered schools who compensate one or more parties to conduct instruction or other operational activities on the school's behalf at an Iowa location. The University maintains a compliant policy and discloses the policy to Iowa-based employees in the *Bridgepoint*

Education Employee Handbook, which was provided to staff as an addendum to the University's registration application.

Student Consumer Information: In its registration application, the University affirms its willingness to comply with the requirements of Iowa Code Chapter 261.9, which requires the University to disclose information about the school's programs and courses, charges, tuition refund policies, whether a certificate or diploma awarded by the school is applicable toward a degree program the school offers, and the identity of the school's accrediting agency. The University provides this information to prospective students in various locations in its online Catalog and on separate program pages on its website, as follows:

- <https://www.ashford.edu/catalog.htm#accreditation>
- <https://www.ashford.edu/catalog-financial-information.htm#university-refund-policies>
- <https://www.ashford.edu/catalog-course-descriptions-a-g.htm>
- <https://www.ashford.edu/catalog-course-descriptions-h-m.htm>
- <https://www.ashford.edu/catalog-course-descriptions-n-s.htm>
- <https://www.ashford.edu/online-degrees>
- <https://www.ashford.edu/catalog-clinton-campus-undergraduate-programs.htm>
- <https://www.ashford.edu/catalog-hybrid-graduate-programs.htm>

Ashford University affirms on the application that it will comply with the provisions of Iowa Code Section 261B.7. These provisions state that, provided the school does not claim "approval" or "accreditation," the school must disclose to students that it is registered by the Commission and provide Commission contact information for students who have questions or complaints about the school. The University discloses this information on multiple webpages, as follows:

- <https://www.ashford.edu/state-accrediting-body-disclosure>
- https://www.ashford.edu/state-accrediting-body-disclosure#complaint_state
- <https://www.ashford.edu/catalog.htm#state-regulatory-information>

Financial Responsibility: Ashford University is a wholly-owned subsidiary of Bridgepoint Education, Inc., a publicly traded corporation. Thus, the University is audited as a part of its parent corporation. Bridgepoint Education's annual report filed with the federal Securities and Exchange Commission includes the report of the independent auditing firm Deloitte and Touche dated March 7, 2017, for the institutional fiscal year ending December 31, 2016. The auditing firm expressed its opinion that the corporation's consolidated financial statements present fairly, in all material respects, the financial position of the corporation and its subsidiaries.

- A nonpublic school that participates in the federal student aid programs must maintain a composite score, based on a three-factor financial responsibility ratio, of at least 1.5 in order to be determined financially responsible without additional oversight. The most recent composite score verified by the federal Department of Education (and publicly available) for

Ashford University's parent company, Bridgepoint Education, is 2.5 (out of a possible 3.0) for the fiscal year ending December 31, 2014.

- A for-profit school that participates in the federal student aid programs must demonstrate that no more than 90% of its revenue is derived from Title IV funding. The most recent 90/10 ratio verified by the federal Department of Education (and publicly available) for Ashford University is 80.89% for the fiscal year ending December 31, 2015.

Full-Time Iowa Resident Faculty Member or Program Coordinator: Administrative rules exempt a school from hiring a full-time faculty member or program coordinator devoted to Iowa students if the school is registering to offer distance education programs or programs in a nontraditional format. The administrative rule definition provides examples of nontraditional programs, which include a program offered through a combination of distance education and face-to-face instruction. Since Ashford University is applying for registration to offer distance education programs and a nontraditional program(s) in a hybrid format, the school is not required to employ a full-time Iowa faculty member or program coordinator. However, Ashford employs 2 full-time Iowa faculty, including Campus President Charles Minnick, and another 107 full-time, Iowa-based staff who provide operational support to students.

Instructional/Supervisory Staff Qualifications: Ashford University is a large institution that employs thousands of full- and part-time faculty who work remotely for the institution from across the United States. A 2016-2017 faculty listing the University provided to staff includes 3,351 faculty names, each faculty member's Ashford University college, school, or division assignment (e.g., University College of Education, Forbes School of Business and Technology, Division of General Education), highest degree attained, degree specialization and conferring institution. Due to the volume, a comprehensive review and discussion of each online faculty member's credentials is not feasible. Keeping in mind that the University confers associate, baccalaureate, and masters degrees, staff made the following general observations:

- Of 3,351 faculty members, 334, or approximately 10%, are listed as full time, as compared to approximately 11% in December 2014 per the 2015 WASC Review Team Report. Some variance may be attributable to the fact that WASC based its assessment on a snapshot in time; the University provided staff a listing of faculty during a year's period.
- One faculty member holds only a baccalaureate degree. This individual has a Bachelor of Science in accounting from an accredited state university system and teaches in the Forbes School of Business and Technology. Publicly available information also suggests this faculty member is a State-Certified Public Accountant.
- Of 3,351 faculty, 2,035, or approximately 61%, have a Ph.D., a Juris Doctorate, an Ed.D., a Doctoral Degree in Business Administration, or a Doctoral Degree in Public Health.

In addition, staff reviewed faculty profiles that the University maintains on web pages devoted to the University's academic departments, as follows:

- **Forbes School of Business and Technology:** Of 76 profiles reviewed, ten faculty members hold a masters degree and the remainder have a doctoral degree. Expertise among these faculty members includes fields such as programming languages, software engineering, database management, web and mobile development, system analysis and design, search engine optimization, marketing including Internet, social, and green marketing, Internet marketing, advertising, public relations, information security, high speed networking, microprocessor verification, electrical engineering, artificial intelligence, data mining, mathematics, finance and banking, accounting and auditing, economics, human resources, manufacturing, performance improvement, strategic planning in developing countries, global management, statistics, public administration, project management, curriculum development, educational leadership, tax law, criminal defense and prosecutorial law. Many of these faculty members have experience teaching at the postsecondary level.
- **College of Education:** Of 36 profiles reviewed, five faculty members hold a masters degree. The remaining faculty have doctoral degrees. Expertise among these faculty members includes areas such as diversity studies, educational leadership, elementary and secondary education, students with moderate to profound disabilities, traumatic brain injuries, early childhood education, mind development in young children, teacher development, curriculum, course design, educational technology, high-engagement strategies in the classroom, English as a Second Language and bilingual education, curriculum assessment, organizational sociology, postsecondary student retention, school counselor education, clinical psychology, educational psychology, teacher leadership skills, and teaching at the postsecondary level.
- **College of Health, Human Services, and Science:** Of 35 profiles reviewed, four faculty members hold a masters degree and the remaining faculty have a doctoral degree. Expertise among these faculty members includes areas such as nursing, nurse education, women's health issues, nutrition, health care management, health administration, health information technology management, consumer health program development, health marketing and communication, clinical psychology, clinical neuropsychology, Alzheimer's disease and other forms of dementia, marriage and family therapy, maternal and child health, childhood obesity, gerontology, addictive behaviors, drug and alcohol rehabilitation, post-traumatic stress disorder, domestic violence, emergency and disaster management, exercise science, human development, educational research and evaluation, educational psychology, statistics, information systems management and security, online learning, leadership development, and postsecondary health education accreditation standards.
- **College of Liberal Arts:** Of 43 profiles reviewed, three faculty members hold a masters degree and the remaining faculty hold a doctoral degree. Expertise among these faculty includes areas such as medieval history, political science, foreign service, international

relations, communications and media, publishing, law enforcement administration, family violence, sex crimes, adult probation, emergency management, public policy, sociology, work motivations, natural resources conservation, English and literature, creative writing, biological sciences, industrial engineering, agricultural supply chain coordination, manufacturing system energy consumption reduction, environmental science, healthcare system performance improvement, curriculum and instruction, adult education, early childhood education, clinical psychology, marriage and family therapy, substance abuse, foreign languages, anthropology, and archeology.

- Division of General Education: Of 39 faculty members reviewed, 13 faculty members hold a masters degree, and the remaining faculty hold a doctoral degree. Expertise among these faculty members includes fields such as education, instructional technology, English, literature, creative writing, composition and rhetoric, music, history, library and information science, literacy and language, political science, school psychology, mental health counseling, applied mathematics, clinical and forensic psychology, environmental science, philosophy, humanities, and sociology.

The 2015 WASC Review Team report indicates that Ashford has continued to improve its ratio of full-time to associate faculty, as well as improve the overall student to full-time faculty ratio. WASC reports stability in full-time faculty numbers despite the decrease of online student enrollments during the same time period, leading to an increased capacity to attend to the growth and development of associate faculty. In discussions with the WASC Review Team, full-time University faculty demonstrated a clear understanding of their roles and responsibilities in this regard and indicated that their workload is distributed in such a way that they have sufficient time and resources to mentor and support associate faculty without sacrificing their own development and research. Associate faculty echoed the availability and willingness of full-time faculty to support their ongoing development.

Commitment to Iowa Students and Teach-Out: By executing his electronic signature on the registration application, Ashford University President and Chief Executive Officer Dr. Craig Swenson committed to the delivery of programs the University offers and agreed to provide alternatives for students to complete programs at the University or another school if the University closes a program, or if the University closes before students have completed their courses of study.

Student Complaints: During the University's immediately preceding, two-year registration term, the Commission received two complaints from Iowa-resident* Ashford University students:

- A former Ashford University student complained that she had been overcharged for tuition, and had not received full payment of federal student aid for which she was eligible to reimburse her living expenses. Staff obtained sufficient documentation to substantiate that the student had not been overcharged, and was able to demonstrate to the student that she had been fully paid all federal student aid amounts for which she was eligible.

- A former Ashford University student complained that the University refused to release an official transcript, which she stated she needed to continue attendance at another school. The student owed Ashford an outstanding unpaid tuition debt on which she was making regular payments. Ashford University maintains a published policy of refusing to release a transcript until the student fully repays all debts owed to the school. Nevertheless, the University agreed to release a one-time transcript to this student as she was making payments in good faith.

*Since the State of California is now Ashford University's primary authorizing state, complaints from current and former students who are not or were not residents of Iowa at the time of their attendance at Ashford University are referred to the California Bureau for Private Postsecondary Education.

Compliance with Iowa Code Chapter 714

Section 714.18 – Evidence of Financial Responsibility: Ashford University has filed satisfactory evidence of financial responsibility. The University maintains a continuous corporate surety bond in the maximum amount allowed under law, \$50,000, which is payable to the State of Iowa, and was issued by the International Fidelity Insurance Company.

Section 714.23 – State Tuition Refund Policy: Ashford University maintains a tuition refund policy for withdrawn students that complies with Iowa Code Section 714.23 and discloses the policy in the Catalog under *Iowa State Refund Policy* at <http://www.ashford.edu/catalog-financial-information.htm#catalog11179>.

Distance Education Program to be Offered in Iowa	Books and				Estimated Total Program Charges
	Tuition	Fees	Supplies	Other	
<i>Associate of Arts in Business (In Teach-out)</i>	30,284	1,250	2,200	N/A	33,734
Associate of Arts in Early Childhood Education	30,284	1,250	2,200	N/A	33,734
Associate of Arts in Military Studies	28,928	1,200	2,100	N/A	32,228
<i>Associate of Arts in Organizational Management (In Teach-out)</i>	30,284	1,250	2,200	N/A	33,734
Bachelor of Arts in Accounting	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Adult Development	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Applied Behavioral Science	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Applied Linguistics	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Biology	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Business Administration	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Business Economics	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Business Information Systems	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Business Leadership	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Child Development	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Cognitive Studies	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Communication Studies	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Computer Graphic Design	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Computer Science and Mathematics	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Consumer & Family Financial Services	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Cultural Anthropology	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Early Childhood Education	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Early Childhood Education Administration	54,240	2,150	4,000	N/A	60,390
<i>Bachelor of Arts in Education & Public Policy (In Teach-out)</i>	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Education Studies	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Elementary Education	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in eMarketing	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in English	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in English and Communication	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in English Language Learner Studies	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Entrepreneurship	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Environmental Studies	54,240	2,150	4,000	N/A	60,390

Bachelor of Arts in Finance	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Gerontology	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Health & Human Services	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Health & Wellness	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Health Care Administration	54,240	2,150	4,000	N/A	60,390
<i>Bachelor of Arts in Health Care Studies (In Teach-out)</i>	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Health Education	54,240	2,150	4,000	N/A	60,390
<i>Bachelor of Arts in Health Informatics (In Teach-out)</i>	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Health Information Management	54,240	2,150	4,000	N/A	60,390
<i>Bachelor of Arts in Health Marketing & Communication (In Teach-out)</i>	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Health Science Administration	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in History	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Homeland Security & Emergency Management	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Human Resources Management	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Instructional Design	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in International Business	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Journalism & Mass Communication	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Law Enforcement Administration	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Liberal Arts	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Marketing	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Military Studies	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Natural Science	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Operations Management & Analysis	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Organizational Management	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Physical Education	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Political Science & Government	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Project Management	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Psychology	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Public Administration	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Public Relations & Marketing	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Real Estate Studies	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Service Management	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Service Management-Hospitality Enterprise Specialization	54,240	2,150	4,000	N/A	60,390

Bachelor of Arts in Service Management-Non-Profit Enterprise Specialization	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Service Management-Restaurant Enterprise Management Specialization	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Social & Criminal Justice	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Social Science	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Social Science-Education Concentration	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Sociology	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Sports & Recreation Management	54,240	2,150	4,000	N/A	60,390
Bachelor of Arts in Supply Chain Management	54,240	2,150	4,000	N/A	60,390
<i>Bachelor of Arts in Sustainable Enterprise Management (In Teach-out)</i>	54,240	2,150	4,000	N/A	60,390
Bachelor of Science in Human Services Leadership	54,240	2,150	4,000	N/A	60,390
Bachelor of Science in Nursing	54,240	2,150	4,000	N/A	60,390
Information Systems Management	27,594	850	1,960	N/A	30,404
Master of Accountancy-Accounting Specialization	31,536	950	2,240	N/A	34,726
Master of Accountancy-Audit Specialization	31,536	950	2,240	N/A	34,726
Master of Accountancy-Tax Specialization	31,536	950	2,240	N/A	34,726
Master of Accounting Information Systems Specialization	31,536	950	2,240	N/A	34,726
Master of Arts in Accountancy	31,536	950	2,240	N/A	34,726
Master of Arts in Business Administration	27,594	850	1,960	N/A	30,404
Master of Arts in Criminal Justice	25,623	800	1,820	N/A	28,243
Master of Arts in Culturally Responsive Education Specialization	17,670	650	1,400	N/A	19,720
Master of Arts in Distance Learning Specialization	17,670	650	1,400	N/A	19,720
Master of Arts in Early Childhood Education Leadership	17,670	650	1,400	N/A	19,720
Master of Arts in Education - Assessment and Measurement Specialization	17,670	650	1,400	N/A	19,720
Master of Arts in Education- Curriculum & Instruction	17,670	650	1,400	N/A	19,720
Master of Arts in Education-Education and Public Policy Specialization	17,670	650	1,400	N/A	19,720
Master of Arts in Education-Education Technology Leadership Specialization	17,670	650	1,400	N/A	19,720
Master of Arts in Education-English Language Learners Specialization	17,670	650	1,400	N/A	19,720
Master of Arts in Education-Exceptional Systems for Revolutionizing Education Specialization	17,670	650	1,400	N/A	19,720
Master of Arts in Education-Family Community Services Specialization	17,670	650	1,400	N/A	19,720

Master of Arts in Education-Higher Education Specialization	17,670	650	1,400 N/A	19,720
Master of Arts in Education-Library and Media Specialization	17,670	650	1,400 N/A	19,720
Master of Arts in Education-Mathematics Instruction Specialization	17,670	650	1,400 N/A	19,720
Master of Arts in Education-Reading Literacy Specialization	17,670	650	1,400 N/A	19,720
Master of Arts in Education-School Leadership in the 21st Century Specialization	17,670	650	1,400 N/A	19,720
Master of Arts in Health Care Administration	23,652	750	1,680 N/A	26,082
Master of Arts in Information Systems Management-Business Intelligence	27,594	850	1,960 N/A	30,404
Master of Arts in Information Systems Management-IT Organizational Management and Leadership	27,594	850	1,960 N/A	30,404
Master of Arts in Information Systems Management-Project Management	27,594	850	1,960 N/A	30,404
Master of Arts in Organizational Management	21,681	700	1,540 N/A	23,921
Master of Arts in Organizational Management-Global Management Specialization	21,681	700	1,540 N/A	23,921
Master of Arts in Organizational Management-Health Care Administration Specialization	21,681	700	1,540 N/A	23,921
Master of Arts in Organizational Management-Human Resources Management Specialization	21,681	700	1,540 N/A	23,921
Master of Arts in Organizational Management-Organizational Leadership Specialization	21,681	700	1,540 N/A	23,921
Master of Arts in Organizational Management-Project Management Specialization	21,681	700	1,540 N/A	23,921
Master of Arts in Organizational Management-Public Administration Specialization	21,681	700	1,540 N/A	23,921
Master of Arts in Organizational Management-Supply Chain Management Specialization	21,681	700	1,540 N/A	23,921
Master of Arts in Psychology	21,204	750	1,680 N/A	23,634
Master of Arts in Teacher Leader Specialization	17,670	650	1,400 N/A	19,720
Master of Arts in Teaching & Learning with Technology	17,670	650	1,400 N/A	19,720
Master of Arts in Teaching & Learning with Technology-Online Educator Specialization	17,670	650	1,400 N/A	19,720
Master of Business Administration-Business Economics Specialization	27,594	850	1,960 N/A	30,404

Master of Business Administration-Entrepreneurship Specialization	27,594	850	1,960 N/A	30,404
Master of Business Administration-Environmental Management Specialization	27,594	850	1,960 N/A	30,404
Master of Business Administration-Finance Administration	27,594	850	1,960 N/A	30,404
Master of Business Administration-Global Management Specialization	27,594	850	1,960 N/A	30,404
Master of Business Administration-Health Care Administration Specialization	27,594	850	1,960 N/A	30,404
Master of Business Administration-Human Resources Management Specialization	27,594	850	1,960 N/A	30,404
Master of Business Administration-Information Systems Specialization	27,594	850	1,960 N/A	30,404
Master of Business Administration-Marketing Specialization	27,594	850	1,960 N/A	30,404
Master of Business Administration-Organizational Leadership Specialization	27,594	850	1,960 N/A	30,404
Master of Business Administration-Project Management Specialization	27,594	850	1,960 N/A	30,404
Master of Business Administration-Public Administration Specialization	27,594	850	1,960 N/A	30,404
Master of Business Administration-Supply Chain Management Specialization	27,594	850	1,960 N/A	30,404
Master of Public Administration	23,652	750	1,680 N/A	26,082
Master of Public Health	24,738	850	1,960 N/A	27,548
Master of Science in Criminal Justice-Forensic Science Specialization	25,623	800	1,820 N/A	28,243
Master of Science in Criminal Justice-Homeland Security Specialization	25,623	800	1,820 N/A	28,243
Master of Science in Criminal Justice-Law Enforcement and Corrections Administration Specialization	25,623	800	1,820 N/A	28,243

Residential Education Program to be Offered in Iowa	Tuition	Fees	Books and Supplies	Other	Estimated Total Program Charges
Bachelor of Arts in Business Administration	\$149	\$2,150	\$4,000		\$26,430
Master of Business Administration (Hybrid Format)	\$250	\$850	\$1,960		\$14,430

IOWA COLLEGE STUDENT AID COMMISSION
OPERATING FUND 0163 - YEAR TO DATE/PRIOR YEAR ACTUAL COMPARISON BY UNIT
SUMMARY OF RESOURCES AND EXPENDITURES
SFY 2018 as of January 31, 2018

Operating Fund	Class	FY 2018 Operating Budget	FY 2018 Year to Date Budget	FY 2017 Jan-17 Mth Actual	FY 2018 Jan-18 Mth Actual	FY 2017 Year to Date Actuals	FY 2018 Year to Date Actuals	YTD Actual to Budget Variance
Revenues/Resources:								
1	Interest on Operating Fund (2001)	100,000	58,333	12,852	17,739	68,099	114,433	56,100
2	Other Revenue/ PLP & Great Lakes Revenue (P&I)	3,933,419	2,294,495	448,894	454,782	2,196,518	2,773,986	479,492
3	Intra-Agency Reimbursements	2,080,117	1,042,568	344,285	25,408	1,287,715	795,491	(247,077)
4	Reimbursement Other Agencies	121	71	100	14	840	42	(29)
5	Intra State Transfer	4,760,771	2,777,118	26,077	14,488	70,893	70,216	(2,706,902)
6	Reimbursements from other Entities	-	-	-	-	-	-	-
7	Gov Transfer In Other Agencies	-	-	-	-	-	-	-
8	Fees, Licenses & Permits	100,000	58,333	-	-	-	-	(58,333)
9	Unearned Receipts	-	-	-	-	-	-	-
10	State Appropriation	-	-	-	-	-	-	-
Total Revenues/Resources		\$ 10,974,428	\$ 6,230,918	\$ 832,208	\$ 512,431	\$ 3,624,066	\$ 3,754,168	\$ (2,476,750)
Expenditures:								
11	Agency Administration (2001)	5,420,450	4,331,309	217,177	-	1,220,341	-	(4,331,309)
12	Marketing Administration (2002)	540,741	303,802	51,898	-	279,636	-	(303,802)
Total Administrative		\$ 5,961,191	\$ 4,635,111	\$ 269,075	\$ -	\$ 1,499,977	\$ -	\$ (4,635,111)
13	FFELP Expense (3004)	4,526,354	2,640,374	-	-	-	-	(2,640,374)
14	Collection Expense - PLP (8008)	35,000	20,417	2,427	1,901	19,910	8,463	(11,954)
Total FFELP and Collection Expenses		\$ 4,561,354	\$ 2,660,791	\$ 2,427	\$ 1,901	\$ 19,910	\$ 8,463	\$ (2,652,328)
15	Scholarship and Grants (5002)	649,028	358,805	40,505	3,983	208,485	980,484	621,679
16	Postsecondary Registration (5003)	292,494	158,411	38,383	33,950	153,488	821,916	663,505
Total Osteo, S&G, Postsecondary Reg		\$ 941,522	\$ 517,216	\$ 78,888	\$ 37,933	\$ 361,973	\$ 1,802,400	\$ 1,285,184
Total Operating Expenses		11,464,067	7,813,118	350,390	39,834	1,881,860	1,810,863	(6,002,255)
Net resources (exp) before other		\$ (489,639)	\$ (1,582,201)	\$ 481,818	\$ 472,597	\$ 1,742,206	\$ 1,943,305	\$ 3,525,505
Federal Grant Resources (Grant Drawdown)								
17	Gear Up Grant (9008)	3,200,778	1,867,121	82,543	259,170	624,750	2,186,386	319,265
18	Gear Up Scholarship (9001) (5002)	2,080,000	1,213,333	344,285	25,408	1,287,110	795,491	(417,842)
19	JR Justice (4001)	35,487	20,701	-	-	29,620	32,553	11,852
15	Americorp (7001)	190,269	110,990	-	-	-	30,053	(80,937)
16	Challenge Grant (7007)	-	-	-	-	344,247	-	-
Total Federal Grant Resources		\$ 5,506,534	\$ 3,212,145	\$ 426,828	\$ 284,578	\$ 2,285,727	\$ 3,044,483	\$ (167,662)
Federal Grant Expenditures (grants)								
17	Gear Up Grant (9008)	3,598,486	2,073,639	109,087	199,969	706,530	4,141,160	2,067,521
18	Gear Up Scholarship (9001)	4,100,001	2,391,668	164,026	74,918	2,716,792	1,779,753	(611,915)
19	JR Justice (4001)	35,487	20,701	-	0	30,001	42,424	21,723
20	Americorp (7001)	316,941	171,213	233	8,396	246	20,858	(150,355)
21	Challenge Grant/VISTA (7007)	912,029	517,872	29,098	57,099	454,109	1,523,612	1,005,740
Total Federal Grant Expenditures		\$ 8,962,944	\$ 5,175,093	\$ 302,444	\$ 340,382	\$ 3,907,678	\$ 7,507,807	\$ 2,332,714
Net Federal Grant Income (loss)		\$ (3,456,410)	\$ (1,962,948)	\$ 124,384	\$ (55,804)	\$ (1,621,951)	\$ (4,463,324)	\$ (2,500,376)
Net Gain (Loss) Operating Fund		\$ (3,946,049)	\$ (3,545,149)	\$ 606,202	\$ 416,793	\$ 120,255	\$ (2,520,019)	\$ 1,025,130

IOWA COLLEGE STUDENT AID COMMISSION
OPERATING FUND 0163 - YEAR TO DATE UNIT DETAIL
SUMMARY OF RESOURCES AND EXPENDITURES
SFY 2018 as of January 31, 2018

Operating Fund	UNIT 2001	UNIT 2002	UNIT 3004	UNIT 4001	UNIT 5002	UNIT 5003	UNIT 7001	UNIT 7007 CCE/ CHALLENG E GRANT	UNIT 8008	UNIT 9001	UNIT 9008	YTD ACTUAL	YTD BUDGET	YTD Actual to Budget
	ADMIN	MARKETING	FFELP	JR JUSTICE	S&G	POSTSEC REG	AMERICORP	PLP	GEAR UP SCH	GEAR UP	TOTAL	TOTAL	Variance	
Revenues/Resources:														
1 Interest on Operating Fund	114,433	-	-	-	-	-	-	-	-	-	-	114,433	58,333	56,100
2 Other Revenue/ PLP & Great Lakes Revenue (P&I)	-	-	2,752,050	-	-	-	-	-	21,936	-	-	2,773,986	2,294,495	479,492
3 Intra-Agency Reimbursements	-	-	-	-	-	-	-	-	-	795,491	-	795,491	1,042,568	(247,077)
4 Intra State Transfer	-	-	-	-	-	36,119	-	-	34,097	-	-	70,216	2,777,118	(2,706,902)
5 Grant DrawDown from USDE	-	-	-	32,553	-	-	30,053	-	-	795,491	2,186,386	3,044,483	3,212,145	(167,662)
6 Reimbursements from other Entities	42	-	-	-	-	-	-	-	-	-	42	42	71	(29)
7 Gov Transfer In Other Agencies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8 Fees, Licenses & Permits	-	-	-	-	-	-	-	-	-	-	-	-	58,333	(58,333)
9 Unearned Receipts	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10 State Appropriation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues/Resources	\$ 114,475	\$ -	\$ 2,752,050	\$ 32,553	\$ -	\$ 36,119	\$ 30,053	\$ -	\$ 56,033	\$ 1,590,982	\$ 2,186,386	\$ 6,798,651	\$ 9,443,063	\$ (2,644,412)
Expenditures:														
11 Personal Services	861,845	153,710	-	-	148,392	154,779	19,611	206,770	-	-	281,054	1,826,161	2,130,752	(304,591)
12 Travel	5,098	(2,203)	-	-	9,069	287	785	6,216	-	-	42,991	62,243	80,453	(18,210)
13 Office Supplies	16,792	8,571	-	-	285	943	110	1,185	-	-	4,721	32,607	22,219	10,388
14 Equipment Repairs	-	-	-	-	-	791	-	-	-	-	-	791	1	790
15 Professional & Scientific Supplies	-	-	-	-	-	-	-	-	-	-	-	-	2	(2)
16 Other Supplies	-	-	-	-	-	-	-	-	-	-	-	-	2	(2)
17 Printing and Binding	25	55,157	-	-	-	-	-	2,924	-	-	5,094	63,200	64,458	(1,258)
18 Food	57	-	-	-	-	-	-	-	-	-	-	57	1,226	(1,169)
19 Postage	3,072	18,572	-	-	412	-	-	-	-	-	4,604	26,660	11,960	14,700
20 Communications	10,181	969	-	-	1,402	611	-	1,704	-	-	2,362	17,229	7,042	10,187
21 Rentals	94,854	-	-	-	-	-	-	-	-	-	-	94,854	120,167	(25,313)
22 Professional & Scientific Services	58,146	-	-	-	7,063	-	-	4,950	-	-	16,602	86,761	55,539	31,222
23 Outside Services - Other	25,365	-	-	-	1,724	(1,012)	352	89,683	8,463	-	404,862	529,437	1,109,837	(580,400)
24 Intra-State Transfers	818	-	-	-	60	-	-	-	-	-	-	878	3	875
25 Advertising & Publicity	-	22,272	-	-	-	-	-	-	-	500	-	22,772	76,711	(53,939)
26 Attorney General	15,128	-	-	-	-	-	-	-	-	-	-	15,128	20,417	(5,289)
27 State Audits	-	-	-	-	-	-	-	-	-	-	-	-	5,833	(5,833)
28 State Reimbursements	7,168	642	-	-	806	455	-	317	-	-	782	10,170	4,541	5,629
29 ITE Reimbursements	175,441	6,216	-	-	862	314	-	409	-	-	1,508	184,750	80,062	104,688
30 IT Outside Services	9,376	-	-	-	-	-	-	-	-	-	-	9,376	145,834	(136,458)
31 Intra-Agency Reimbursements	(4,326,022)	(264,778)	-	11,018	810,276	664,748	-	1,205,085	-	113,852	1,785,821	-	2,642,761	(2,642,761)
32 Equipment	9,331	-	-	-	-	-	-	-	-	-	-	9,331	5,443	3,888
33 Office Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
34 IT Equipment & Software	33,325	-	-	-	-	-	-	-	-	-	-	33,325	58,520	(25,195)
35 Other Expenses & Obligations	-	872	-	-	133	-	-	-	-	-	-	1,005	877	128
36 Licenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
37 Fees	-	-	-	-	-	-	-	-	-	-	-	-	1	(1)
38 Other Refunds	-	-	-	-	-	-	-	-	-	-	-	-	1	(1)
39 Outside Repairs/Services	-	-	-	-	-	-	-	-	-	-	-	-	1	(1)
40 State Aid	3,000,000	-	-	-	-	-	-	-	-	1,590,259	-	4,590,259	6,325,227	(1,734,968)
41 Aid to Individuals	-	-	-	31,406	-	-	-	4,369	-	1,665,901	-	1,701,676	18,321	1,683,355
Total Expenditures	\$ -	\$ -	\$ -	\$ 42,424	\$ 980,484	\$ 821,916	\$ 20,858	\$ 1,523,612	\$ 8,463	\$ 1,779,753	\$ 4,141,160	\$ 9,318,670	\$ 12,988,211	\$ (3,669,541)
Net Gain(Loss)Operating Fund	\$ 114,475	\$ -	\$ 2,752,050	\$ (9,871)	\$ (980,484)	\$ (785,797)	\$ 9,195	\$ (1,523,612)	\$ 47,570	\$ (188,771)	\$ (1,954,774)	\$ (2,520,019)	\$ (3,545,149)	\$ 1,025,130

IOWA COLLEGE STUDENT AID COMMISSION
SCHOLARSHIP & GRANT ADMINISTRATION
SUMMARY OF EXPENDITURES
SFY 2018 as of January 31, 2018

State Appropriated - \$429,279

				FY 2018	FY 2018	Variance
	FY 2017	FY 2018		Year to Date	Year to Date	Over
	Actual	Budget		Budget	Actual	(Under)
Expenditures:						
1 Salaries	\$ 431,896	\$ 429,279	250,413	\$ 299,793	\$ 49,380	
2 Travel	-	-	-	-	-	
3 Office Supplies	-	-	-	-	-	
4 Equipment Repairs	-	-	-	-	-	
5 Printing	-	-	-	-	-	
6 Postage	-	-	-	-	-	
7 Communications	-	-	-	-	-	
8 Rental	-	-	-	-	-	
9 Professional Services	-	-	-	-	-	
10 Outside Services	-	-	-	-	-	
11 State Transfers	-	-	-	-	-	
12 State Reimbursements	-	-	-	-	-	
13 ITD Reimbursements	-	-	-	-	-	
14 Office Equipment	-	-	-	-	-	
15 IT Equipment & Software	-	-	-	-	-	
16 Other Expenses & Obligations	-	-	-	-	-	
Total Expenditures	\$ 431,896	\$ 429,279	\$ 250,413	\$ 299,793	\$ 49,380	

Non Appropriated (Covered by Operating Fund 0163-Unit 5002)

				FY 2018	FY 2018	Variance
	FY 2017	FY 2018		Year to Date	Year to Date	Over
	Actual	Budget		Budget	Actual	(Under)
Expenditures:						
17 Salaries	118,242	441,137	237,535	148,392	(89,143)	
18 Travel	6,141	10,900	6,358	9,069	2,711	
19 Office Supplies	484	1,831	1,068	285	(783)	
20 Professional Services	4,950	5,207	3,037	7,063	4,026	
21 Printing	120	500	292	-	(292)	
22 Postage	1,145	2,000	1,167	412	(755)	
23 Communications	2,766	2,500	1,458	1,402	(56)	
24 Rental	-	-	-	-	-	
25 Outside Services	4,050	6,000	3,500	1,724	(1,776)	
26 State Transfers	-	1	1	60	59	
27 State Reimbursements	1,589	1,450	846	806	(40)	
28 ITD Reimbursements	1,055	1,000	583	862	279	
29 Intra-Agency Reimbursements	466,794	1	1	810,276	810,275	
30 Gov Transfer Other Agencies	1,038	-	-	-	-	
31 Office Equipment	-	-	-	-	-	
32 IT Equipment & Software	-	1	1	-	(1)	
33 IT Outside Services	173,184	175,000	102,083	-	(102,083)	
34 Other Expenses & Obligations	799	1,500	875	133	(742)	
Total Expenditures	\$ 782,357	\$ 649,028	\$ 358,805	\$ 980,484	\$ 621,679	

Total Expenditures (Appropriated + Non-Appropriated)

				FY 2018	FY 2018	Variance
	FY 2017	FY 2018		Year to Date	Year to Date	Over
	Actual	Budget		Budget	Actual	(Under)
Expenditures:						
35 Salaries	\$ 550,138	\$ 870,416	\$ 487,948	\$ 448,185	\$ (39,763)	
36 Travel	6,141	10,900	6,358	9,069	2,711	
37 Office Supplies	484	1,831	1,068	285	(783)	
38 Equipment Repairs	4,950	5,207	3,037	7,063	4,026	
39 Printing	120	500	292	-	(292)	
40 Postage	1,145	2,000	1,167	412	(755)	
41 Communications	2,766	2,500	1,458	1,402	(56)	
42 Rental	-	-	-	-	-	
43 Outside Services	4,050	6,000	3,500	1,724	(1,776)	
44 State Transfers	-	1	1	60	59	
45 State Reimbursements - Other	1,589	1,450	846	806	(40)	
46 ITD Reimbursements	1,055	1,000	583	862	279	
47 Intra-Agency Reimbursements	466,794	1	1	810,276	810,275	
48 Gov Transfer Other Agencies	1,038	-	-	-	-	
49 Office Equipment	-	-	-	-	-	
50 IT Equipment & Software	-	1	1	-	(1)	
51 IT Outside Services	173,184	175,000	102,083	-	(102,083)	
52 Other Expenses & Obligations	799	1,500	875	133	(742)	
Total Expenditures	\$ 1,214,253	\$ 1,078,307	\$ 609,218	\$ 1,280,277	\$ 671,059	
Check	-	-	-	-	-	